DOCUMENT RESUME

ED 201 745	CE 028 591

TITLE	Directory and Program Information for the OSE Vocational/Career Projects 1980-81. Personnel Inservice and Preservice Training: Programs for Educators to Accommodate Handicapped Children and Youth in Vocational/Career Education Class Settings. Policy Research and Resource Series: Document 6.
INSTITUTION	Illinois Univ., Urbana. Coll. of Education.
SPONS AGENCY	Office of Special Education (ED), Washington, D.C.
PUB DATE	Mar 81
GRANT	G007900952
NOTE	317p.; For related documents see ED 194 743-745 and ED 194 754-756.
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	Abstracts; *Career Education; *Demonstration Programs; *Disabilities; High School Students; Inservice Teacher Education; Models; Postsecondary Education; Preservice Teacher Education; *Special Education; *Teacher Education; Teacher Education Programs; *Vocational Education
IDENTIFIERS	National Inservice Network

ABSTRACT

This document contains abstracts of 72 vocational/career education projects funded by the U.S. Office of Special Education (OSE), Division of Personnel Preparation, to help prepare personnel to provide appropriate vocational and career education opportunities for handicapped children and youth. The projects include regular education inservice and program assistance grants. The abstracts have been written in the standard format used by the National Inservice Network (NIN), which is located at Indiana University. The abstracts provide the following information for each project: project number, title, sponsoring agency, grant number, contact person, project description, major objectives, information dissemination (audience and method), evaluation method, products, NIN descriptors, and a table showing training activities. To further provide national dissemination of the projects' activities, the abstracts will be entered into the NIN computerized network. Also contained in this publication is a list of project directors, a map illustrating the geographical distribution of the individual projects, a section on common concerns relating to Division of Personnel Preparation Grant Administration, and a directory of the Division of Personnel Preparation program staff. (KC)

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ED201745

Directory and Program Information for the OSE Vocational/Career Education Projects 1980-81

Personnel Inservice and Preservice Training Programs for Educators to Accommodate Handicapped Children and Youth in Vocational/Career Education Class Settings

Policy Research and Resource Series: Document 6

A Publication of the
LEADERSHIP TRAINING INSTITUTE/
VOCATIONAL AND SPECIAL EDUCATION

College of Education
University of Illinois
at Urbana-Champaign

Sponsored by

Division of Personnel Preparation
Office of Special Education
U.S. Education Department

CE 028 591

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EDUCATION & WELFARE
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Preface

Inservice and preservice training is critically important in assuring that handicapped children and youth have appropriate vocational and career education opportunities. The Office of Special Education (OSE), Division of Personnel Preparation (DPP), has maintained a funding priority for vocational/career education for several years to help prepare personnel to meet this compelling and continuing need.

Duing the current fiscal year (FY 1980), 72 vocational/career education projects or project subcomponents have been supported. The projects include regular education inservice and program assistance grants. To facilitate the project efforts this year, the Leadership Training Institute (LTI)/ Vocational and Special Education at the University of Illinois, Urbana-Champaign, is promoting the coordination and dissemination of Vocational/Special Education programming.

The LTI staff, under the guidance of Dr. James P. Greenan, and assistance of R. Brian Cobb, has compiled and edited abstracts for the new and continuing OSE projects funded under the vocational/career education priority. The intent of this effort was to collect and disseminate information, resources, and teacher training models to enhance the individual projects, and educators in general in the delivery of vocational/career education initiation for handicapped children and youth.

The abstracts have been written in the standard format used by the National Inservice Network (NIN) which is located at Indiana University. To further provide national dissemination of the project's activities, the abstracts will be entered into the NIN computerized network.

Also contained in this publication is a list of project directors, a map illustrating the geographical distribution of the individual projects, a section on common concerns relating to Division of Personnel Preparation Grant Administration, and a directory of the Division of Personnel Preparation program staff. The LTI staff and myself hope that individuals involved in vocational/career programming for handicapped children and youth will find this information beneficial.

George Hagerty, Project Officer
Division of Personnel Preparation
Office of Special Education
Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

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Directory of the OSE Vocational/Career Education Project Directors 1980-81

Acord, James F., Director
Vocational Special Needs
226 Humanities
Colorado State University
Fort Collins, Colorado 80523
(303) 491-5884

Akers, Sue B.,
Chief Education Specialist
Support Services Unit, Program for
Exceptional Children and Youth
Alabama State Department of Education
Room 868, State Office Building
Montgomery, Alabama 36130
(205) 832-6397

Albright, Dr. Leonard
Depts. of Special Education and
Vocational Education
Univerity of Vermont
Burlington, Vermont 05405
(802) 656-2001

Anderson, Dr. Lou
State Department of Education
Division of Instruction
Special Education Section
P. O. Box 771
Jackson, Mississippi 39205
(601) 354-6950

Apffel, James A.
University of Hawaii/Manoa
244 Dole Street
Honolulu, Hawaii 96822
(808) 948-7956

Barnhart, Dave
Career Education for the Handicapped
Kean College of New Jersey
Union, New Jersey 07083
(201) 527-2317

Bavolek, Dr. Stephen J.
Department of Special Education
University of Wisconsin-Eau Claire
Eau Claire, Wisconsin 54701
(715) 836-5511

Beason, Dr. Elaine
Special Education Program
Fort Hays State University
Hays, Kansas 67601
(913) 628-4212

Berg, Dr. Frederick S.
UMC 10
Department of Communicative Disorders
Utah State University
Logan, Utah 84322
(801) 750-1378

Bolland, Kathleen, Project Coordinator
Continuing Education Bldg.
Unversity of Kansas
Lawrence, Kansas 66045
(913) 864-3381

Bowen, Dr. Ella
Program in Occupational Education
School of Education
The University of Michigan
Ann Arbor, Michigan 48109
(313) 764-8423

Brolin, Dr. Donn, Project Director
University of Missouri
223 South 5th Street
Columbia, Missouri 65211
(314) 882-6523

Buktenica, Norman
Education Department
Moorhead State University
Moorhead, Minnesota 56560
(218) 236-2148

Cameron, Dr. Carl T.
Assistant Professor
Department of Special Education
Department of Practical Arts and
Vocational Technical Education
609 Maryland
Columbia, Missouri 65211
(314) 882-2713

Carder, Gerald M.
Kansas State Department of Education
Special Education Administration
120 East Tenth Street
Topeka, Kansas 66612
(913) 296-3866

Cassity, Clide
Vocational Education Inservice
Project Director
Department of Public Instruction
State Capitol
Bismarck, North Dakota 58505
(701) 224-3123

Clark, Donald L.
Office of the Dean
College of Education
Texas A&M University
College Station, Texas 77843
(713) 845-5311

Coleman, Nan, Coordinator
Special/Vocational Education
Charlotte-Mecklenburg Schools
P. O. Box 30035
Charlotte, North Carolina 28230
(704) 379-7125

Cook, Iva Dean
Department of Special Education
West Virginia College of
Graduate Studies
Room 811 - Sullivan Hall
Institute, West Virginia 25112
(304) 768-9711

Cooke, Dr. Thomas C.
Department of Vocational Education
South Campus Courts, Building F
Purdue University
West Lafayette, Indiana 47907
(317) 494-8591

Cope, Dan, RLA Coordinator
Special Projects
Office of Merced County
Superintendent of Schools
632 West 13th Street
Merced, California 95340
(209) 723-2031

Crowner, Dr. Timothy
Department of Special Education
Buzzard Education Building
Eastern Illinois University
Charleston, Illinois 61920
(217) 581-5315

Douglas, Dr. Dorothy R.
Chairperson
ILB - 230
Department of Special Education
College of Education
University of South Alabama
Mobile, Alabama 36688
(205) 460-6460

Duncan, Dr. Frances M.
School of Education
Columbus College
Columbus, Georgia 31907
(404) 568-2251

Fidler, Ms. Dagny
Rm. 201
Stevens Administrative Center
13th & Spring Garden Streets
Philadelphia, Pennsylvania 19123
(215) 351-7187

Gill, David H.
Vocational Education Program
College of Education
Texas A&M University
College Station, Texas 77843
(713) 845-2444

Goldman, Leo
Graduate School, CUNY
33 West 42nd Street
New York, N. Y. 10036
(212) 221-1475

Greenan, Dr. James P., Research
and Development Coordinator
Department of Vocational and
Technical Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801
(217) 333-2325

Haley, Keith
State Department of Education
Oliver Hodge Building, Room 263
2500 North Lincoln
Oklahoma City, Oklahoma 73105
Special Education Section
(405) 521-3351

Hasazi, Susan E., Ed.D.
Assistant Professor
Department of Special Education,
Social Work and Social Services
University of Vermont
Burlington, Vermont 05401
(802) 656-2936

Houle, Dr. John
Project Director
Department of Education and Psychology
221 Harvey Hall
University of Wisconsin-Stout
Menomonie, Wisconsin 54751
(715) 232-2478

Howard, Dr. Ronald
National Association of State Boards of
Education
444 North Capitol Street, N.W.
Washington, D.C. 20001
(202) 624-5845

Howe, Clifford E., Professor and
Chairperson
Division of Special Education
The University of Iowa
N259 Lindquist Center
Iowa City, Iowa 52242
(319) 353-3301

Ianacone, Dr. Robert N., Coordinator
Vocational/Special Education
Teacher Program
George Washington University
2201 G Street N.W.
Washington, D.C. 20052
(202) 676-7328

Johnson, Ed.D., Jodi
Project Coordinator
University of Missouri
223 South 5th Street
Columbia, Missouri 65211
(314) 882-2876

Jones, Eloise H.
Special Education Section
Arkansas Department of Education
Capitol Mall
Little Rock, Arkansas 72201
(501) 371-2623

Knight, Dr. Martha
Associate Chairperson
Department of Special Education,
Social Work and Social Services
College of Education and Social
Services
Waterman Building
University of Vermont
Burlington, Vermont 05401
(802) 656-2936

Koenigsknecht, Roy
Northwestern University
633 Clark Street
Evanston, Illinois 60201
(312) 492-3066

Lawver, Dale L., Chairperson
Department of Special Education
Ball State University
Muncie, Indiana 47304
(317) 285-6771

Levy, Dr. Sid
Project Coordinator of Vocational/
Career Education Component
Vanderbilt University
George Peabody College for Teachers
Box 328
Nashville, Tennessee 37203
(615) 327-8290

Maitre, Merry, Consultant
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-3176

Malouf, Dr. David B.
Department of Special Education
University of Maryland
College Park, Maryland 20742
(301) 454-2118

Markel, Dr. Geraldine
Program in Special Education
Speech and Hearing Sciences
School of Education
The University of Michigan
Ann Arbor, Michigan 48109
(313) 763-2374

McDowell, Dr. Richard L.
Department of Special Education
College of Education
University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-5018

McKinney, Lorella A.
National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655, ext. 302

McLaughlin, Dr. Phil
549 Aderhold
The University of Georgia
Athens, Georgia 30602
(404) 542-1685

McNelly, Don E.
Vocational-Technical Education Department
128 Henson Hall
University of Tennessee
Knoxville, Tennessee 37916
(615) 974-2574

Meyers, Gertrude
Department of Special Education
Northeastern Illinois University
5500 North St. Louis Avenue
Chicago, Illinois 60626
(312) 583-4050

Mori, Allen A., Ph.D.
Associate Professor
Project Director
Department of Special Education
University of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, Nevada 89154
(702) 739-3439

Morsink, Dr. Cathy
Department of Special Education
University of Florida
Norman Hall, G315
Gainesville, Florida 32611
(904) 392-0702

Murphy, Dr. Ronald R.
Department of Education
Cleveland Hall
Washington State University
Pullman, Washington 99164
(509) 335-7064

Netick, Dr. Anne O.
Department of Special Education
201 Oppenheimer Hall
University of Louisville
Louisville, Kentucky 40208
(502) 588-6421

Niebergall, Shelby, Grant Director
Coordinator of Special Education
Department of Public Instruction
State Capitol
Bismarck, North Dakota 58505
(701) 224-2260

Ognibene, Dr. Gerald
Special Educational Services
Department
Glassboro State College
Glassboro, New Jersey 08028
(609) 445-7092

Parks, D. A. Lee
Department of Special Education
University of Idaho
Moscow, Idaho 83843
(208) 885-6159

Phelps, Dr. L. Allen
Project Director
Department of Vocational and
Technical Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801
(217) 333-2325

Razeghi, Jane Ann
American Coalition of Citizens with
Disabilities
1200 15th Street, N.W., Suite 201
Washington, D. C. 20005
(202) 785-4265

Reguly, Bobbie
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
(217) 782-6601

Robinson, Jacques H.
401 R. White Hall
Kent State University
Kent, Ohio 44242
(216) 672-2477

Robinson, Kay
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
(217) 782-6601

Rosenbaum, Janet M.
Special Education Resource Center
275 Windsor Street
Hartford, Connecticut 06120
(203) 246-8514

Rosenberg, Howard
Division of Psycho-Educational Services
Florida International University
Tamiami Trail
Miami, Florida 33199
(305) 552-2551

Rusch, Dr. Frank R.
Department of Special Education
University of Illinois
288 Education Building
Champaign, Illinois 61820
(217) 333-0260

Rynders, Dr. John
University of Minnesota
101 Pattee Hall
150 Pillsbury Drive
Minnespolis, Minnesota 55455
(612) 373-4961

Sankovsky, Ray
115 Petrie Hall
Auburn University
Auburn, Alabama 36849
(205) 826-5320

Savage, Dr. Steven L.
California Inservice Training
  for the Severely Handicapped (CITSH)
1525 Bay Street
Alameda, California 94501
(415) 521-4411

Schliesser, Barbara
Department of Special Education
Nebraska State Department of Education
P. O. Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 471-2295

Sengstock, Dr. Wayne L.
Department of Special Education
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 658-2310

Sitlington, Dr. Patricia L.
Smith Research Center, Room 170
2805 East Tenth Street
Bloomington, Indiana 47405
(812) 337-5847

Skrtic, Thomas M.
Project Director
Haworth Hall
Department of Special Education
University of Kansas
Lawrence, Kansas 66045
(913) 864-4954

Sperry, Dr. Susan K., Program Director
Secondary Learning Disabilities
Cardinal Stritch College
Special Education Department
6801 North Yates Road
Milwaukee, Wisconsin 53217
(414) 352-5400 ext. 215

Starkweather, Dr. Kendall N.
Department of Industral Education
University of Maryland
College Park, Maryland 20742
(301) 454-4264

Tesolowski, Dennis G.
Division of Vocational Education
Florida International University
Tamiami Trail
Miami, Florida 33199
(305) 552-2711

Thomas, Elsa H.
Trust Territories Dept. of Education
Capitol Hill, Saipan
Mariana Islands, TT 96950

Thompson, Marion R.
Department of Special Education
University of Northern Iowa
Cedar Falls, Iowa 50613
(319) 273-2569

Tower, T. R., Ph.D., Director
Division of Curriculum and Instruction
214 College of Education
University of Nevada-Reno
Reno, Nevada 89557
(702) 784-4915

Treichel, Dr. Janet, Training and
Dissimination Coordinator
Department of Vocational and
Technical Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801
(217) 333-2325

Watkins, Alice
California State University/Los Angeles
5151 State University Drive
Los Angeles, California 90032
(213) 224-3711

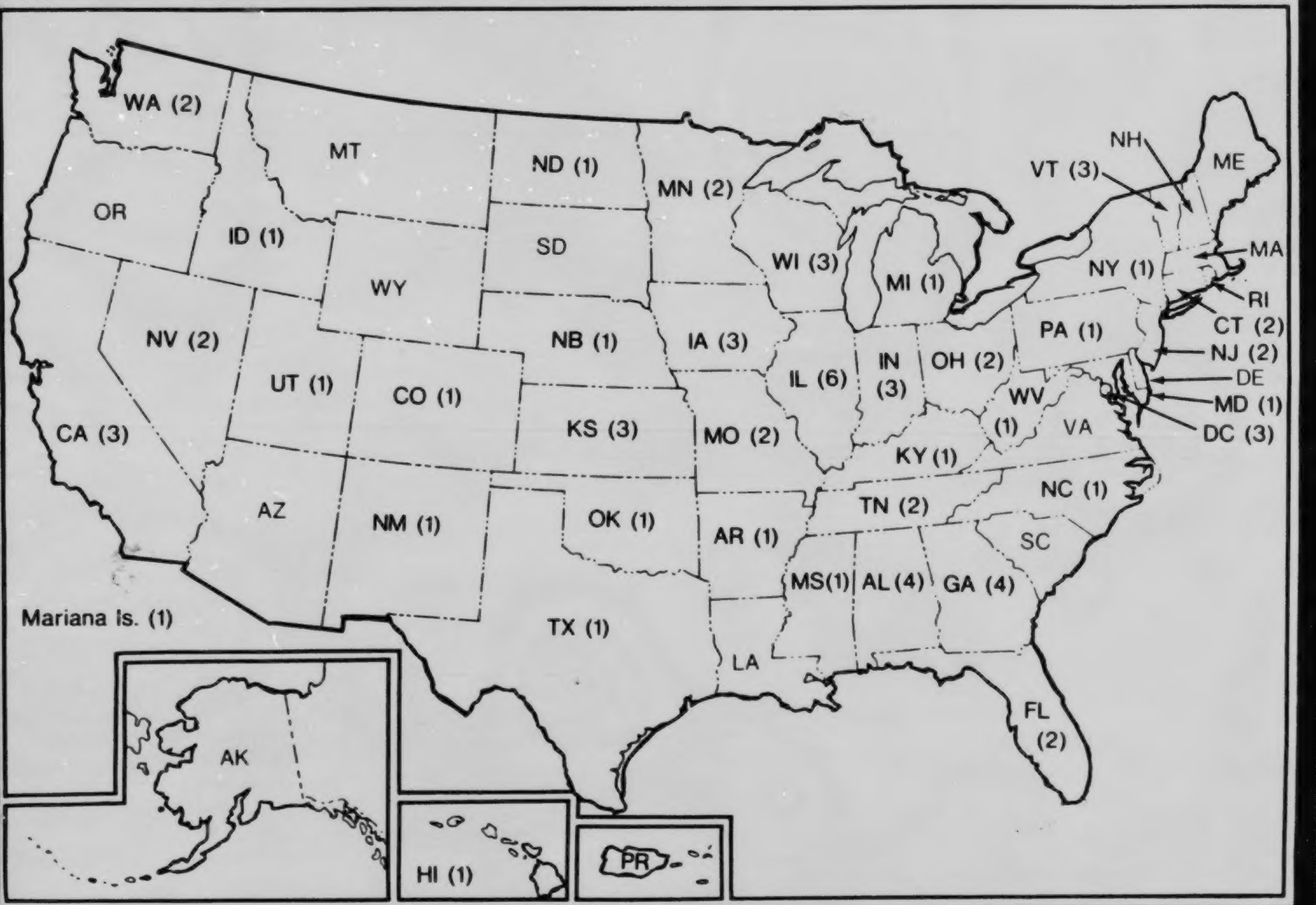
Weaver, Dr. Bill E.
Georgia Southern College
Statesboro, Georgia 30458
(912) 681-5596

Weisenstein, Dr. Greg R.
Department of Special Education
103 Miller Hall DQ-12
University of Washington
Seattle, Washington 98195
(206) 543-1827

Welch, Michael W., Ed.D.
P. O. Box 313, University Station
Birmingham, Alabama 35294
(205) 934-5461

Williams, Dr. Michael J., Chairman
Industrial Arts Education Department
Room C-239
Central Connecticut State College
New Britain, Connecticut 06050
(203) 827-7379

Geographical Distribution of the OSE Vocational/Career Education Projects 1980-81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Project Abstracts

Alabama

ABSTRACT

1. PROJECT NUMBER: 451 AH 00336
2. TITLE: Regular Education Inservice: Alabama SEA Plan of Action for Handicapped Personnel Preparation--Vocational Education.
3. SPONSORING AGENCY: SEA
4. GRANT NUMBER: G007801914
5. CONTACT PERSON: Sue B. Akers, Chief Education Specialist
   Support Services Unit, Program for
   Exceptional Children and Youth
   Alabama State Department of Education
   Room 868, State Office Building
   Montgomery, Alabama 36130
   (205) 832-6397
6. DESCRIPTION: This subcomponent is concerned with the development of a statewide workshop that will emphasize the cooperative efforts needed by vocational education personnel, special education personnel, and career education personnel in order to improve the development of individualized educational programs (IEP's) for handicapped students. This statewide workshop is to be held in Montgomery, Alabama, the state office for all three areas described. This workshop will provide inservice training and updated information for selected persons cooperatively developing individualized educational programs for handicapped students in the areas of vocational education, special education, and career education. Another part of the proposal addresses the need for four smaller follow-up workshops to be held regionally and based upon geographic considerations. The purposes of these follow-up workshops are:

   a. To provide teachers an opportunity to consider additional questions that may arise between the original training at the statewide workshop and a smaller workshop within their own region.

   b. To provide State Department of Education personnel an opportunity to build upon the evaluation completed during the statewide workshop in order to offer more in-depth and more specifically needed topics for teachers within a given geographical area.

   c. To provide State Department of Education personnel an opportunity to work with smaller groups so that more individualized attention may be given to specific program topics and individual teacher needs.

d. To provide workshops at a variety of regional sites so that teachers may have the opportunity to visit a program other than the one in which they are currently engaged.

7. MAJOR OBJECTIVES:

a. To offer local education agencies a better understanding of the requirments of various pieces of legislation that affect the areas of vocational education, special education, and career education with emphasis on how they complement each other.

b. To offer local education agencies information in specific topical areas that will allow them to plan more enhancing programs to meet the career education and vocational education goals of handicapped individuals.

c. To offer local education agencies the opportunity to meet, discuss common problems, and exchange ideas related to the three areas of emphasis.

d. To offer opportunities for local education agencies to share their efforts in combining these areas, particularly those relating to scheduling, curriculum materials, and local inservice activities.

e. To develop in the local education agencies in Alabama a general awareness of the need for these areas to complement each other and to provide some suggestions as to ways in which these programs might be planned at the local level.

f. To evaluate the progress of combining the three areas to date and to determine the needs for future training.

8. DISSEMINATION:

To be disseminated to all local education agencies in the State of Alabama and to other persons requesting this information as the project is announced in national publications.

9. EVALUATION:

The evaluation of this component will be based upon: (a) participants' evaluations, and (b) consultants' evaluations. Other instruments will be developed for utilization with these groups since they overlap each other. It is projected that a pre- and post-test for each group of professionals will be utilized for determining their knowledge and the local norm within the state regarding their knowledge of the other two areas. The following evaluation questions will be addressed:

1. What were the strengths of the activity?

2. What were the weaknesses of the activity?

3. What are other activities desired by participants?

4. In what way was personnel preparation for hanidcapped students enhanced by this activity?

5. What programmatic or classroom procedures have been changed as a result of these activities?

10. PRODUCTS:

None

11. DESCRIPTORS:

Career Education
Special Education
Vocational Education
Inservice Training

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
127	Administrators/ Supervisors	X	12	3, 4, 5	1, 2, 3, 4, 5	1, 2	*6	11	None
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
127	Regular Education Teachers (Vocational)	X	12	3, 4 5	1, 2, 3, 4 5	1, 2	*6	11	None
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
254	Combinations or Teams of Above								

*6 conference center

ABSTRACT

1. PROJECT NUMBER: 451 AH 70004
2. TITLE: Program Assistance Grant: The Department of Special Education of the University of South Alabama Teacher Preparation Program.
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007500415
5. CONTACT PERSON: Dr. Dorothy R. Douglas, Chairperson
ILB - 230
Department of Special Education
College of Education
University of South Alabama
Mobile, Alabama 36688
(205) 460-6460
6. DESCRIPTION: The project provides preservice training to prospective special education teachers. The training is designed to provide the teacher trainees with the knowledge and competencies needed to develop and maintain effective career and vocational education programming for handicapped children, youth, and adults. The preservice training is provided through (a) specially designed courses, and (b) through integrating career and vocational education concepts into existing courses. In this manner, it is possible to involve all students enrolled in the Department of Special Education in learning experiences regarding the implementation of effective career and vocational programming to meet the needs of handicapped students. Approximately one hundred and twenty undergraduate and ninety graduate students are presently receiving educational experiences which include a significant emphasis on the career and vocational needs of handicapped persons.
7. MAJOR OBJECTIVES:
   a. To prepare preservice teacher trainees to be able to develop and maintain effective career and voctional education programs serving handicapped children, youth, and adults.
   b. To promote in teachers the skills to devise, institute, and evaluate career and vocationally related activites and programs for handicapped persons at the elementary, secondary, and post-secondary levels.

8. DISSEMINATION:

The project will serve undergraduate, graduate, and advanced graduate students enrolled in the Special Education Department at the University of Soiuth Alabama. Knowledge and skills relating to the design and implementation of effective career and vocational education programming for handicapped persons are imparted to these students by means of their participation in specially designed courses, practicum experiences, and related learning activities.

9. EVALUATION:

Both formative and summative evaluation procedures are used to determine if the project is attaining specified goals and the extent of such attainment. The students participating in the specially designed courses complete course/instructor evaluation forms on which they can state their impression of the adequacy of instruction and the benefit derived from the course content. On the basis of such input, it is possible to alter or modify the specially designed courses to better meet the needs of subsequent course participants. As annual follow-up of program graduates is conducted by the faculty of the Department of Special Education in which the employment status, place of employment, number and type of handicapped students served, and supervisory ratings of the program graduates' classroom performance is investigated and permanent records kept.

10. PRODUCTS:

Curriculum outlines, and written goals and objectives have been developed for each specially designed course associated with the project. These reflect the content to be included and outcomes to be attained in each course developed to impart knowledge and competencies regarding career and vocational education programming for handicapped persons.

11. DESCRIPTORS:

Handicapped
Vocational Education
Career Education
Preservice Teacher Training

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
50-150	Special Class Teachers	50-150	48-75				College Classes	MR,ED,LD, Orthopedically Impaired	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 AH 00354

2. TITLE: Program Assistance Grant: Inservice Training for Secondary Special Education Teachers Designed to Facilitate Career and Vocational Services for Handicapped Students.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901311

5. CONTACT PERSON: Ray Sankovsky
115 Petrie Hall
Auburn University
Auburn, Alabama 36849
(205) 826-5320

6. DESCRIPTION: This project is designed to improve the effectiveness of secondary special education teachers for developing and implementing plans and programs of services for handicapped students in vocational education.

7. MAJOR OBJECTIVES:

   a. To enable the special educator to develop a knowledge base of vocational education.
   b. To have special educators develop more realistic and comprehensive IEP's for handicapped students in vocational education.
   c. To provide more diversification of vocational training for handicapped students.
   d. To obtain successful completers in vocational education among the handicapped.
   e. To provide more contacts and contact time between special education and vocational education teachers.
   f. To develop a more positive attitude of vocational teachers toward working with handicapped students and special education teachers.

8. DISSEMINATION:

During the second project year, eight five-credit hour courses will be conducted in Alabama for special education coordinators, teachers, and administrators. Approximately 2,000 pages of resource materials have been developed and are distributed as part of the course offering. A total of 250 special education personnel will be provided a 50 contact hour course.

9. EVALUATION:

The overall project evaluation is based on the cumulative evaluation of the expected outcomes. The objectives and outcomes have been specified and the evaluative component for each is detailed. The necessary forms, questionnaires, and data sheets have been developed by the project coordinator and final data analysis will occur during the second project year.

10. PRODUCTS:

A model program outline, course handouts, and references are the basic products. An attempt will be made to distribute copies of these products through a national dissemination grant.

11. DESCRIPTORS:

Inservice Training
Preservice Training
Vocational Education
Handicapped Students
Special Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
250	Special Class Teachers		50 per person	3, 4	4, 5, 8, 11, 12*	1	1	11	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*12 Vocational education content

Alabama

ABSTRACT

1. PROJECT NUMBER: 451 CH 90607

2. TITLE: Program Assistance Grant to Train Personnel Related to Vocational/Career Education for the Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G0070901307

5. CONTACT PERSON: Michael W. Welch, Ed.D.
P.O. Box 313, University Station
Birmingham, Alabama 35294
(205) 934-5461

6. DESCRIPTION: The project is designed to provide both preservice and inservice training. Preservice training will be provided to practicum and other students enrolled for course credit in Special Education, Vocational Education, Vocational Counseling, and Vocational Rehabilitation. Inservice training will attempt to reach Special Educators, Vocational Educators, and Vocational Rehabilitation counselors serving handicapped students at the secondary level in the Birmingham metropolitan area. The topics of instruction include career awareness, job seeking skills, interview skills, community living skills, and the role of job analysis for successful client career placement. The Vocational Laboratory at the Center for Developmental and Learning Disorders serves as a model for service delivery to secondary level handicapped students. The Vocational Laboratory team consists of a vocational evaluator, the Vocational Lab instructor, and a job development specialist.

7. MAJOR OBJECTIVES:

   a. To train personnel in effective methods of evaluating the vocational potential of secondary-level mental retardates, including both criterion-referenced and norm-referenced evaluation instruments.
   b. To train pesonnel in development of a task analytic curriculum for instruction in job acquisition and job maintenance skills as well as adaptive behaviors and community living skills. An academic component will be included to develop the basic skills necessary to augment vocational instruction.
   c. To train personnel in the practical application of learning theory principles by providing a practicum site where practicing, experienced teachers, who have had success in providing special need services, are a resource for training.
   d. To train personnel in the development and procurement of employment opportunities for special needs clients within the local community for actual job placement.

8. DISSEMINATION:

The project expects to train approximately 10 practicum students each year. Aprpoximately 80 teachers will be reached through inservice training activities. Other workshops and presentations to local, state, and national professional organizations will be sought.

9. EVALUATION:

Four techniques will be utilized to evaluate the project:

a. Criterion referenced assessment instruments - success in client placement.
b. Employment opportunities for the handicapped - number of clients placed in competitive employment and client maintenance of employment.
c. Vocational laboratory curriculum - clients placed in competitive employment and client maintenance of employment.
d. Preservice training - follow-up on all trainees from the C.D.L.D. through trainee and employer questionnaire.

10. PRODUCTS:

a. Vocational Laboratory Instructional Curriculum in the areas of Career Awareness, Development of Interview Skills, Job Application Skills, Job Maintenance Skills and Community Living Skills.
b. Computer assisted development of Individualized Education/Vocational Programs.
c. Computer assisted job analysis.

11. DESCRIPTORS:

Career Education
Special Education
Inservice
Preservice

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
119	Special Class Teachers		84 0-8 hrs 16 9-40 hrs 1 160-299 12 300-500 6 500+	2, 3, 4, 5	2, 4, 5, 6, 7, 8 11	9	1, 3	1, 3, 4	4
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								
8	Undergraduate Students								

#6 - Practicum studies that includes all topics indicated

ABSTRACT

1. PROJECT NUMBER: 451 CH 90701

2. TITLE: Program Assistance Grant: Arkansas Department of Education Handicapped Personnel Preparation Program (Inservice Personnel Preparation & Cooperative Manpower Planning Designed to Meet the Educational Needs of Handicapped Children and Youth).

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007901275

5. CONTACT PERSON: Eloise H. Jones
Special Education Section
Arkansas Department of Education
Capitol Mall
Little Rock, Arkansas 72201
(501) 371-2623

6. DESCRIPTION: The project has seven components. Two components are concerned with cooperative manpower planning in Arkansas and its direct administration. Two components are for summer traineeships for preparation of teachers in low incidence areas of handicap: deaf, blind, severely/profoundly handicapped, and seriously emotionally disturbed. Three components are for three-day special study institutes which address the needs of low incidence handicapping conditions.

7. MAJOR OBJECTIVES:

   a. To interface the systems for personnel preparation in the state.
   b. To increase the number of teachers who are certifiable in low incidence handicapping conditions.
   c. To increase the number of public school teachers, paraprofessionals, and support professionals who have had some preparation in working with students who are seriously emotionally disturbed, severely/profoundly handicapped, hearing handicapped, and visually handicapped.

8. DISSEMINATION:

The project intends to disseminate information through a final report entitled, "Specification of Competencies for Teachers of the Seriously Emotionally Disturbed."

9. EVALUATION:

Follow-up of traineeship recipients will determine how many are working in area in which training was provided.

10. PRODUCTS:

"Specification of Competencies for Teachers of the Seriously Emotionally Disturbed," final report.

11. DESCRIPTORS:

Personnel Preparation
Handicapped
Inservice Personnel Preparation
Cooperative Manpower Planning

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
32	Administrators/ Supervisors		18	2,3,4	1-8	1,2,7	5	5,8,2	
32	Paraprofessionals		18	2,3,4	1-8	1,2,7	5	5,8,2	
50	Resource Teachers		200	2,3,4	1-8	1-9	3	5,8	
5	Consulting Teachers		200	2,3,4	1-8	1-9	3	5,8	
32	Special Class Teachers		18	2,3,4	1-8	1,2,7	5	5,8,2	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
12	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 CH 01054

2. TITLE: Inservice Training: Merced County Special Education Teachers and Specialists.

3. SPONSORING AGENCY: LEA

4. GRANT NUMBER: G008001049

5. CONTACT PERSON:
Dan Cope, RLA Coordinator
Special Projects
Office of Merced County Superintendent of Schools
632 West 13th Street
Merced, California 95340
(209) 723-2031

6. DESCRIPTION: This project involves a program of inservice training for special education teachers and specialists in the rural setting of Merced County in an effort to improve the quality of instruction for handicapped youngsters that fall into the categories of (1) severely handicapped, (2) physically handicapped, (3) learning handicapped, and (4) communicatively handicapped. Based on a needs assessment, inservice is provided to special educators on a county-wide basis and on a regional basis when appropriate. Program specialists from the LEA provide follow-up consultant services to individual school districts. A resource center is also provided by the LEA for special educators to check-out materials and use instructional and office equipment. Release time is provided for special educators to attend inservice meetings. The project has a parent awareness training component which also includes bilingual and migrant parents.

7. MAJOR OBJECTIVES:

   a. To improve the quality of instruction for all handicapped youngsters.
   b. To train teachers of the handicapped in the areas of self-reported needs.
   c. Serve as a model of inservice delivery for a rural area.

8. DISSEMINATION:

   Sample materials, presentation outlines and evaluation of staff development activities will be combined into a handbook that describes the delivery of special education inservice in a rural setting. The handbook will be available for dissemination on a limited basis. The model may be presented at a national conference. Efforts will be made to tie in with state dissemination projects through the National Inservice Network (NIN) at Indiana University and the Office of Special Education (OSE).

9. EVALUATION:

Evaluation includes the measurement of attainment of objectives through inservice evaluations and pre-post assessment of knowledge by project participants.

10. PRODUCTS:

The project will provide sample presentation outlines and a model for delivery of inservice to special educators in a rural settng.

11. DESCRIPTORS:

County-wide Inservice
Needs Assessment-based
Special Educators
Bilingual Parents Awareness

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
60	Administrators/ Supervisors		960	1,2 3,4	1,3 10, 11	1, 2	*6	11	3
	Paraprofessionals								
60	Resource Teachers		1080	2,3,4	1,4,6,7 8,11	1,2,3	1,5	1,3	3
	Consulting Teachers								
88	Special Class Teachers		1584	1,2, 3,4	4,6,7, 8,11	1,2,3	1,5	1,3,4,5,6, 8,9, 10	3
	Regular Education Teachers								
25	Clinicians/Therapists		200	1,2, 3,4	4,6, 7,8	1,2	5	10	3
	Volunteers								
150	Parents		600	1,2 3,4	1,2	1,2	1	11	1,2,3
	Physical Educators								
15	Psychologists		90	1,2, 3,4	9,10	1,2	5	11	3
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Retreat

ABSTRACT

1. PROJECT NUMBER: 451 CH 01079

2. TITLE: Project PACE (Providing Alternatives in Career Education for the Severely Handicapped) Component 4 of Operation Interface: Cooperative Planning and Delivery of Inservice and Preservice Opportunities in California.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G008000596

5. CONTACT PERSON: Dr. Steven L. Savage
California Inservice Training
for the Severely Handicapped (CITSH)
1525 Bay Street
Alameda, California 94501
(415) 521-4411

6. DESCRIPTION: The major purpose of this project is to design, implement, and evaluate awareness information, training, and technical assistance to parents, educational personnel, and vocational personnel in providing severely handicapped individuals the skills to participate in the least restrictive career/vocational setting. Information, training, and assistance will be given at local, regional, and state workshops as well as self-instructional materials disseminated by the California State Department of Education. Five demonstration classrooms will be utilized in training activities. Demonstration teachers, interested vocational personnel, and selected parents will be trained as trainers of others. The project is a subcomponent of California Inservice Training for the Severely Handicapped (CITSH), State Department of Education and is vendorized through the Alameda Unified School District, Alameda, California.

7. MAJOR OBJECTIVES:

   a. To train educational personnel and vocational personnel to design, implement, and evaluate empirically effective instructional career/vocational programs for the severely handicapped.
   b. To increase, among parents of severely handicapped individuals, positive attitudes and expectations towards the vocational adjustment of severely handicapped individuals.

8. DISSEMINATION:

The project intends to disseminate information throughout California via workshops, presentations, and materials given by CITSCH, California Special Education Resource Network, and

Demonstration Classrooms. National dissemination will be undertaken via presentations at national meetings and conferences, materials distribution, and progress reports.

9. EVALUATION:

Evaluation includes data collection regarding the effectiveness of the career/vocational curriculum, training for educational and vocational personnel, and attitude/expectation changes for parents.

10. PRODUCTS:

The following products will result from this project:

a. Vocational Preparation of the Severely Handicapped: A Resource Guide (Developed by 1/81, Disseminate 1981-82), Career/Vocational Curriculum for the Severely Handicapped (Developed by 5/82, field-tested 1981-82,
b. In-service training materials (Developed by 1982),
c. Trainer of trainers materials (Developed by 1982),
d. Parent awareness and in function materials (Developed by 1982),
e. Pre-service training materials (Developed by 1982).

11. DESCRIPTORS:

Vocational Education
Severely Handicapped
Career Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
225	Special Class Teachers	(partial)			1,3,4,5 6,7,8,9 10,11	1,2,3, 4,5	1	2	
100	Regular Education Teachers (vocational)	(partial)			1,2,3, 5,6,7 8,9,11	1,2,3, 4,5	1	2	
	Clinicians/Therapists								
	Volunteers								
150	Parents	(partial)			1,3,4, 9,11	1,2, 4,5	1	2	
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 CH 01088

2. TITLE: Program Assistance Grant.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G008000978

5. CONTACT PERSON: Alice V. Watkins, Ph.D.
Department Chairperson
Department of Special Education
California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032

6. DESCRIPTION: This project provides program assistance for the preparation of personnel to serve handicapped individuals. The resources of the project assist the University in providng preparation programs in the program areas where adequate funds are not available and provide much-needed student financial assistance. More than 2000 students at both preservice and inservice levels are enrolled in programs designed to enhance their competencies for a full range of professional roles in the various areas of specialization. The funded subcomponents of this project include approximately 350 students. Twenty-one students will receive support in the form of stipends for the full academic year, twenty students will receive support for optacon training, and approximately twenty students will receive opportunities to work as student assistants.

7. MAJOR OBJECTIVES:
    a. To prepare professional personnel to staff programs for handicapped individuals.

8. DISSEMINATION:
Dissemination activities include public presentations at regional and national meetings, distribution of brochures describing project activities, distribution of both progress reports and evaluation reports, and the provision of inservice opportunities to school personnel throughout the state.

9. EVALUATION:
The Department's formal evaluative efforts may be described in five areas of evaluation, as follows: (a) Evaluation of Faculty, (b) Evaluation of Students, (c) Process and Program Evaluation, (d) Identification of Program Competencies, and (e) Specific Evaluation Efforts.

Evaluation of Faculty

Objective: Assess the quality of instructional performance as a function of individual faculty.

Respondents: All students in each class offered by the Department.

Instrument Used: California State University, Los Angeles Evaluation of Instruction.

Evaluation of Students

Objective: Maintenance of quality of students entering, progressing and completing programs.

Instruments Used: Application for Admission to credential program including three letters of recommendation, performance evaluation in Special Education Lab, evaluation of teaching performance in Special Education program.

Process and Program Evaluation

Objectives: (a) Obtain statistical information about graduates, e.g., employment setting, grade level served, type and number of handicapped served (b) Evaluate program process, e.g., advisement materials, availability and accuracy of advisement, (c) General evaluation of program components, (d) General qualitative assessment of programs, and (e) Elicit specific suggestion, praise or criticism regarding strengths and weaknesses of programs.

Respondents: Random sample of credential graduates and M.A. degree graduates. A 50% sample is based on every other name on alpha list of graduates for period being sampled. Sampling procedure used to reduce evaluative efforts to sample size of 100 graduates of credential and 100 graduates of degree programs per year.

Instrument Used: Program Graduate's Evaluation Survey.

Procedure: Instruments are sent out twice per year. Two forms of the Program Graduate's Evaluation Survey are used. One for graduates in Special Education and one for graduates in Speech Pathology or Audiology.

Data is tabulated, transferred to key punch cards, and subjected to computer analysis. The print-out includes an analysis of each survey item by total run as well as by program area. Statistical information about students is also summarized for the entire group as well as the program area. An interim report is based on the Fall Quarter evaluation and a final report is based on the combined Fall and Spring Quarter evaluation data.

10. PRODUCTS:
Not available

11. DESCRIPTORS:
Personnel Preparation
Handicapped
Preservice
Inservice
University-based

12. Table (Projects for Conducting Training)

1 # of participants	2	3 as trainers	4 hours trained	5 level	6 topics	7 instructional techniques	8 settings	9 disabilities	10 specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Colorado

ABSTRACT

1. PROJECT NUMBER: 451 CH 01034
2. TITLE: Regular Education In-Service for Vocational/Career Education Teachers.
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G008000977
5. CONTACT PERSON: James F. Acord, Director
   Vocational Special Needs
   226 Humanities
   Colorado State University
   Fort Collins, Colorado 80523
   (303) 491-5884
6. DESCRIPTION: This project has as its purpose the provision of inservice training for secondary vocational education teachers, in cooperation with special education teachers, to meet the needs of handicapped students in the regular classroom. A cadre of teachers will be trained during the first year to assist in inservicing additional vocational teachers during the second and third years of the project. One vocational and one special education teacher will be selected from each of the state's forty-five Special Education Administrative Units to form the initial cadre of teachers. Participants will be inserviced by using the Wisconsin Handbook: Puzzled About Educating Students With Special Needs, as well as nine vocational special needs inservice modules currently being developed for the Colorado State Board for Community Colleges and Occupational Education. In cooperation with university project staff, the original cadre of staff will utilize these materials to inservice second and third year participants.
7. MAJOR OBJECTIVES:
   a. To demonstrate a knowledge of the major handicapping conditions.
   b. To develop a positive attitude toward handicapped students.
   c. To develop skills in assessing the needs of handicapped students.
   d. To participate in developing an IEP.
   e. To develop skills in curriculum modification.
   f. To develop teaching methods for meeting the needs of handicapped students.
   g. To prepare handicapped students for employment.

8. DISSEMINATION:

Dissemination activities include: regional inservice workshops; development of a resource handbook; utilizing a team approach of participants from vocational education, special education, vocational rehabilitation; use of the State Board for Community Colleges and Occupational Education, Colorado Department of Education and Division of Vocational Rehabilitation; professional newsletters; and a final report.

9. EVALUATION:

Three methods will be used to evaluate the inservice processes:

a. Personal assessment from workshop participants.
b. Pre-test and post-test on use of Modules.
c. Attitudes social closeness measurement in working with the handicapped.

10. PRODUCTS:

The products from this project will include the following Inservice Modules:

a. Deaf and Hard of Hearing
b. Mentally Retarded
c. Speech Impaired
d. Visually Handicapped
e. Orthopedically Impaired
f. Health Impaired
g. Learning Disability
h. Emotionally Handicapped
i. Academically and Economically Disadvantaged
j. IEP

Curricular modifications developed by the teachers

11. DESCRIPTORS:

Career/Vocational Education Teachers
Special Education Teachers
In-Service Workshops
Personnel Preparation
Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
3	Resource Teachers	X	65	4,5	1-8	1,2, 7,8	1,4,5,	1,3,4,6, 8,9,10,11	3,4,5
	Consulting Teachers								
15	Special Class Teachers	X	65	4,5	1-8	1,2 7,8	1,4,5	1,3,4,6,8, 9,10,11	3,4,5
45	Regular Education Teachers	X	65	4,5	1-8	1,2, 7,8	1, 4,5	1,3,4,6,8 9,10,11	3,4,5
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Connecticut

ABSTRACT

1. PROJECT NUMBER: 451 AH 90035

2. TITLE: Program Assistance Grant: Handicapped Personnel Preparation - Special Study Institutes.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007801574

5. CONTACT PERSON: Janet M. Rosenbaum
Special Education Resource Center
275 Windsor Street
Hartford, Connecticut 06120
(203) 246-8514

6. DESCRIPTION: Special education for regular educators requiring additional training in order to provide appropriate and effective vocational/career education training for handicapped adolescents is provided in this training through a ten-session institute.

7. MAJOR OBJECTIVES:

   a. To distinguish global and specific learning strengths and weaknesses of various mildly handicapped adolescents in relationship to typical skill development strategies (academic and vocational used by vocational/technical school personnel.)
   b. To task analyze and modify these strategies for various handicapped adolescents so to capitalize on their learning strengths and capabilities.
   c. To identify existing laws affecting educational support and vocational/career job opportunities for handicapped adolescents in vocational/technical schools.
   d. To work within the guidelines of these laws to secure additional funding for support services and program development for handicapped adolescents in vocational/technical schools.
   e. To identify local and regional options for programming and/or apprenticeship for handicapped adolescents other than vocational/technical schools.
   f. To use reality counseling techniques with handicapped adolescents and their parents to facilitate and make appropriate vocational/career decisions.
   g. To identify specialized curricula geared to the needs and abilitities of handicapped adolescents in vocational/technical schools
   h. To work cooperatively to identify common inservice priorities and reciprocal capabilities for knowledge exchange and skill training between personnel from LEA programs and vocational/technical schools who educate/counsel handicapped adolescents.

8. DISSEMINATION:

Not available

9. EVALUATION:

Evaluation includes a rating of the institute by all participants and staff and follow-up inservice exchanges.

10. PRODUCTS:

None

11. DESCRIPTORS:

Personnel Preparation
Vocational/Career Education
Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
13	Administrators/ Supervisors		30 ea.	4	1,3,4 5,8,9, 11	1,2,6	4	11	
	Paraprofessionals								
9	Resource Teachers		30 ea.	4	1,3,4, 5,8,9, 11	1,2,6	4	11	
	Consulting Teachers								
9	Special Class Teachers		30 ea.	4	1,3,4, 5,8,9 11	1,2,6	4	11	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
1	Psychologists		30 ea.	4	1,3,4, 5,8,9 11	1,2,6	4	11	
8	Counselors		30 ea.	4	1,3,4, 5,8,9 11	1,2,6	4	11	
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 AH 00025

2. TITLE: Program to Prepare Professional Personnel in the Education of The Handicapped at Central Connecticut State College.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901021

5. CONTACT PERSON: Dr. Michael J. Williams, Chairman
Industrial Arts Education Department, Room C-239
Central Connecticut State College
New Britain, Connecticut 06050
(203) 827-7379

6. DESCRIPTION: The intention of this project is to develop a competency-based teacher education program that will prepare Vocational Educators, Special Educators, and Career Education (counselors) personnel to work cooperatively in the vocational programming of special needs students. This preparation is to be accomplished through a cross training approach in which: (1) career educators and special educators take, as part of their undergraduate, certification, or graduate program, courses which will enable them to obtain a broader understanding of vocational education and to identify their role in working with vocational educators who may have students with special needs enrolled in their classes, and (2) vocational educators and career educators take, as a part of their undergraduate, certification, or graduate program, courses which will enable them to develop the techniques and skills necessary to work with special needs students. Throughout the development of this program, emphasis will be placed on the necessity of developing and maintaining a cooperative working relationship between individuals in each of these three areas. To set the example, the project team is composed of representatives from each of the three areas.

7. MAJOR OBJECTIVES:

   a. To prepare industrial educators to work with special needs students.
   b. To prepare special educators at the secondary level to work more closely with industrial arts and vocational educators in the total educational programming of special needs students.
   c. To prepare educators at the elementary school level to conduct industrial arts (hands-on) activities in their classes in order to facilitate the achievement of objectives which they have established for their special needs students.

d. To prepare career education (counseling) personnel to work effectively with vocational, industrial arts, and special educators in the educational programming of special needs students.

e. To prepare industrial educators and special educators in grades K-12 to be able to conduct career education activities in their classrooms with both regular and handicapped students.

8. DISSEMINATION:

The project intends three levels of dissemination: The State of Connecticut, the seven state HEW Regions, and the Nation.

The dissemination of information regarding the activities of this project is to be accomplished through submission of project reports to the ERIC system; public presentations at local, regional and national meetings; in-service opportunities (1980-1981) for school systems; and through articles in state education association newsletters.

9. EVALUATION:

Evaluation includes direct observation, follow-up questionnaires sent to graduates of the program, and immediate feedback from participants of courses and inservice workshops.

10. PRODUCTS:

The project will provide a model for the cooperative training of vocational education, special education, and career education personnel. Some course outlines and programs will be available September, 1980 and others will be available September, 1981.

11. DESCRIPTORS:

College Campus
Workshops
Vocational Education Counselors
Special Education
Cross Training
College Courses
Full-Spectrum-General
Cooperative Relationship

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
45	Resource Teachers		45	2,3,4	1-9 & 11	1,2,3,5, 6,7,8,9	*3	11	3,4
	Consulting Teachers								
	Special Class Teachers								
55	Regular Education Teachers (Vocational)		45	2,3,4	1-9 & 11	1,2,3,5, 6,7,8,9	*3	11	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
30	Counselors		10	3,4	1-3,8, 9,11	1,2,3,5, 6,7,8,9	*3	11	3,4
	Music or Fine Arts Teachers								
	School Boards								
70	Combinations or Teams of Above		6			1	*6		

*two locations in Connecticut

District of Columbia

ABSTRACT

1. PROJECT NUMBER: 451 CH 90070

2. TITLE: Collaborative Policy Development for the Vocational Education of Handicapped Youth.

3. SPONSORING AGENCY: Private Education Agency

4. GRANT NUMBER: G007900916

5. CONTACT PERSON: Dr. Ronald Howard
National Association of State Boards of Education
444 North Capitol Street, N.W.
Washington, D.C. 20001
(202) 624-5845

6. DESCRIPTION: The goal of this project is to develop a collaborative model for the development and implementation of policies to provide comprehensive, free appropriate vocational education to all handicapped youth ages 15-21. Six (6) key issues are addressed: interagency cooperation, personnel preparation, funding, service delivery options, program evalution, and services to Native American and other minority handicapped youth. A total of twenty (20) states will participate. Project activities include regularly scheduled task force meetings, workshops for SEA and LEA personnel, analysis of existing service delivery systems and funding structures (along with specific recommendations for change), and specific policy recommendations.

7. MAJOR OBJECTIVES:

   a. To identify recommendations targeted to policy issues for consideration by state boards of education.
   b. To assist state departments of education in implementing state board policies.
   c. To increase awareness of needs of handicapped youth among members of state boards of education and state departments of education.

8. DISSEMINATION:

   A project report will be published and widely disseminated at the end of each year of the 3-year grant. Additional dissemination activities will include:

   a. development of inter- and intra-state communication linkages.
   b. regional or national workshops for key project participants.
   c. development of a resource guide.

d. ongoing technical assistance via mail and/or Watts line.
e. presentations to state boards of education, state departments of educaiton, and national level conferences.

9. EVALUATION:

A modified discrepancy evaluation model has been designed to evaluate project objectives and sub-objectives.

10. PRODUCTS:

The project will provide project reports (3 total), resource guide, and a policy development and implementation model.

11. DESCRIPTORS:

Consultation
Policy Analysis
Policy Development
Policy Implementation

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
NA	Combinations or Teams of Above								

District of Columbia

ABSTRACT

1. PROJECT NUMBER: 451 CH 00043

2. TITLE: Program Assistance Grant: Non Categorical Vocational/ Special Education Teacher Program.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G008001028

5. CONTACT PERSON: Dr. Robert N. Ianacone, Coordinator
Vocational/Special Education Teacher Program
George Washington University
2201 G Street, N.W.
Washington, D.C. 20052
(202) 676-7328

6. DESCRIPTION: The Vocational/Special Education Teacher Program addresses the need to provide proficiently-trained personnel who assist handicapped individuals bridge the gap between education and the employment sector. This 39-hour Master's degree sequence involves four levels of personnel preparation which meet the career/vocational needs of handicapped youth. The first two levels are the secondary resource room and the regular classroom teachers who serve as classroom-based and self-contained resources in direct service roles. The third is the vocational/special education specialist who serves as a work-study/job development coordinator in a primarily indirect role. Finally, the vocational/ special education interdisciplinary liaison serves in leadership positions in federal and state agencies, advisory and consumer training groups, and in labor and industry.

7. MAJOR OBJECTIVES:

   a. To train quality educators to provide least restrictive services in the programming areas of assessment, individual education programming, prevocational education, prevocational enabling skill development, supportive vocational education, functional life skills and academics, interdisciplinary planning and cooperation, curriculum development, materials development and instructional methodology, behavior control and classroom management techniques, work-study and community placement procedures, and legislative implications and compliance.

8. DISSEMINATION:

Information has been disseminated through a variety of effective modes. Written degree plans, general information, workshops demonstrations, panels, speeches and research have flowed in progression from the local area of Washington, D.C., Virginia, and

Maryland and through our Special Education Department's Mid-East Regional Resource Center to Delaware, West Virginia, North Carolina, Tennessee, and Kentucky. General program information has been also disseminated through student practica, student internship placements, field visits, program graduates, local county staff bulletins, regional meetings, state conventions, national conventions, general information mailouts, and university mailouts. A limited number of program products are available for requesting agencies. Appearances and presentations at local, state and national conferences and other professional organization conventions have served as a culmination of program activities.

9. EVALUATION:

The process of evaluation in the Vocational/Special Education Teacher Program is ongoing, from the first meeting after admission until a three year annual follow-up after graduating from the university. Input, process, and product assessment occurs at course and program levels. Course evaluation involves competency pre-test, midterm/final course evaluations and instructor/student meetings. Program evaluation involves selective trainee participation, final student/field program evaluations, advisory committee review, outside consultant review, and follow-up of past graduates.

10. PRODUCTS:

This project is providing a model teacher traning program in Vocational/Special Education. In addition, students in the program are expected to contribute in some manner to expand the knowledge and awareness in the field. A number of documents and articles have been developed by our students through our programs. A list of these publications and training program information is available upon request.

11. DESCRIPTORS:

Teacher Training
Vocational/Special Education Personnel Preparation

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
FT 8 PT20	Resource Teachers		784	3,4	1,3,4,5, 6,7,8,9, 10,11	6,8,9, 2,3	1,3	11	1,3,4
FT 2 PT 6	Consulting Teachers		784	4,5	1,3,4,5 6,7,8,9 10,11	6,8,9 2,3	1,3	11	1,3,4
FT 5 PT 9	Special Class Teachers		784	3,4	1,3,4,5, 6,7,8,9 10,11	6,8,9, 2,3	1,3	11	1,3,4
FT 3 PT 5	Regular Education Teachers		784	3,4	1,3,4,5 6,7,8,9 10,11	6,8,9 2,3	1,3	11	1,3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

FT = Full Time PT = Part-Time

ABSTRACT

1. PROJECT NUMBER: 451 CH 00066

2. TITLE: Regular Education Inservice: Comprehensive Vocational Education For All Handicapped Persons - Training Advisory Council Members and Other Key State and Local Representatives.

3. SPONSORING AGENCY: Department of Education (ED)

4. GRANT NUMBER: G00800941

5. CONTACT PERSON: Jane Ann Razeghi
American Coalition of Citizens with Disabilities
1200 15th Street, N.W., Suite 201
Washington, D.C. 20005
(202) 785-4265

6. DESCRIPTION: The primary purpose and goal of this project is to develop an Advisory Council Inservice Traning Model and a participant training package to address the need for comprehensive vocational education for handicapped students. There will be six selected states involved in this 2 year project. Special focus will be placed on the local level training. Each state will establish a state/local advisory committee which will plan, implement, and renew all activities prior to this implementation. A training conference will then be held for these advisory committee members. The state training conferences will be based on the unique needs of each of the target states and will address such issues as: (1) how to implement vocational education for the handicapped, (2) sample programs which successfully include handicapped students at the national, state and local levels, (3) interagency cooperation, (4) the cost effectiveness of the IEP/IWRP coordination.

7. MAJOR OBJECTIVES:

   a. To develop an advisory council model for both urban and rural states that can be used to assist in the delivery of appropriate vocational education service to handicapped students at the local level.
   b. To train various types of advisory council members who represent the interests and concerns of handicapped individuals on such councils.
   c. To implement and field-test the prototype model training package to determine its applicability and feasibility for state and local, and urban and rural settings.

8. DISSEMINATION:

National visibility and dissemination of the project efforts will be provided through existing newsletters (American Vocational Association, Council for Exceptional Children, Division of Career Development, National Association of Vocational Special Needs Personnel, and others), conventions, articles, and a final evaluation report.

9. EVALUATION:

Evaluation of the prototype Advisory Council Inservice Training Model, the inservice training program, and the materials to be developed to implement the model will be conducted by subjecting the project to six state/local advisory committees and six state education agencies. Major decisions about prototype design will be made with advisory committee consultation and based on the data collected from the field research.

10. PRODUCTS:

An inservice training package will be developed for each state involved. The package will consist of: (1) a project brochure, (2) a resource guide individualized for each of the target states, (3) a monograph containing the content information regarding vocational education for handicapped students, (4) the Advisory Council Inservice Training Model, and (5) conference proceedings.

11. DESCRIPTORS:

Advisory Council
Vocational Education
Training Model

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
5	Administrators/ Supervisors	X	12+	4,5	1,3, 8,11	1,2	5	11	
13	Paraprofessionals	X	12+	4,5	1,3,8,11	1,2	5	11	
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 AH 00270
2. TITLE: Preparation of Professional Personnel in Special Education.
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007901317
5. CONTACT PERSON: Dr. Cathy Morsink
Department of Special Education
University of Florida
Norman Hall, G315
Gainesville, Florida 32611
(904) 392-0702
6. DESCRIPTION: The projects goal is to train professionals on the master's and post-master's level. There are three major areas of emphasis:

    a. General Special Education Training
    b. Vocational/Special Education Training
    c. Early Childhood/Special Education Training

    Students are encouraged to specialize in one of these areas but develop competencies in the other areas. Master's students programs reflect a diagnostic-resource as well as developmental content. The post-master's programs reflect a cross-categorical emphasis. The following abstract will reflect the vocational component of this grant.

7. MAJOR OBJECTIVES:

    a. To produce quality classroom teachers, educational diagnosticians, supervisors, administrators, teacher trainers, researchers, and other leadership and support personnel in vocational/special education.

8. DISSEMINATION:

    The graduates from the vocational/special education program will serve as classroom teachers, consultants, administrators, and college level teachers.

9. EVALUATION:

    Follow-up data will be collected on the position held by graduates.

10. PRODUCTS:

The major products of the project are professional educators in the area of vocational/special education. The emphasis will be on curriculum planning and teacher training for special education students.

11. DESCRIPTORS:

Teacher Training
Administration
Special Education
Career Education
Vocational Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
*8	Administrators/ Supervisors	X		2-5	11,9,10 1,4,5,7	7	3	11	
	Paraprofessionals								
2	Resource Teachers	X		2-4	11,1-9	2	3	1,3,4,6,9	
2	Consulting Teachers	X		4	11,1-9	2	3	1,3,4,6,9	
6	Special Class Teachers			2-4	11,1-9	2	3	1,3,4,6,9	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Teacher Training

ABSTRACT

1. PROJECT NUMBER: 451 AH 00382
2. TITLE: Vocational Education for the Handicapped Certificate Program.
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007900964
5. CONTACT PERSONS: Dennis G. Teslowski
Division of Vocational Education
Florida International Unviersity
Tamiami Trail
Miami, Florida 33199
(305) 552-2711

Howard Rosenberg
Division of Psycho-Educational Services
Florida International University
Tamiami Trail
Miami, Florida 33199
(305) 552-2551

6. DESCRIPTION: "Vocational Education for the Handicapped" is a non-degree Professional Certificate Program offered through the School of Education. The project represents a unique cooperative effort between the Divisions of Vocational Education and Psycho-Educational Services. Instruction in the program focuses on training professionals in vocational skill areas to more appropriately serve the needs of handicapped adolescents and young adults. Students who are pursuing, or have completed, either Florida Teacher Competency and Certification, or the Bachelor's or Master's degree in vocational education or special education are encouraged to enroll in this professional certificate program. Program competencies were selected to enhance professionals' knowledge, skills, and attitudes in the following roles: instructional, diagnostic-prescriptive, behavior manager, advocacy, referral agent, and counselor. These professional roles are represented by 124 competencies which are packaged in 6 courses or 30 quarter hours of instruction. Four of these 6 courses are required courses and 2 are electives.

7. MAJOR OBJECTIVES:

   a. To meet the needs of handicapped citizens by providing appropriately trained professionals in vocational skill areas.
   b. To utilize existing university facilities and local agencies in a cooperative effort to solve problems related to the gainful remunerative employment and independent living of handicapped individuals.

c. To provide a competency-based teacher training program in the area of vocational education for the handicapped, which may eventually be duplicated by other training facilities.
d. To allow students, who may or may not be employed as full-time teachers, to complete the certificate program as non-degree seeking students.
e. To provide an impetus for further teacher training and eventually for a state certification or endorsement in vocational education for the handicapped.
f. To train vocational and special education teachers to work together in a more cooperative manner.
g. To assist vocational and special education teachers in their development of ways to provide a variety of supportive services to special needs students in their classrooms.

8. DISSEMINATION:

Information generated through the project will be disseminated at four levels. The project works to inform Dade, Broward, and Monroe counties, the State of Florida, states within the Southeast region, and the nation as a whole.

Dissemination activities include manuscript publications in state and national journals; public presentations at state, regional, and national professional meetings; progress report; and inservice opportunities through teacher education center activities, public and private school districts, and community agencies.

9. EVALUATION:

Evaluation of this project focuses on actual positive benefit outcomes and the measurement of perceived attainment of program competencies. The project has been respectively concerned with the occupational status of past graduates and the number of handicapped students they are serving, as well as the students' self-ratings and the project director's ratings of the students' performance.

10. PRODUCTS:

This project will provide a model for preparing vocational and special educators to provide services to vocationally-oriented special needs students. A combination inservice and preservice certificate program training design will be available.
Published Manuscripts:

Rosenberg, H., & Nathanson, D. Vocational education for the handicapped: A competency-based teacher-training model. Florida Vocational Journal, 1978, 3 (8), 29-31.

Rosenberg, H. & Tesolowski, D. G. Preparing professional educators to be advocates for vocationally-oriented special need students. Education and Training of the Mentally Retarded, 1980, 15 (2), 132-138.

Tesolowski, D. G. Job readiness training curriculum. Menomonie, Wisconsin: Materials Development Center, Stout Vocational Rehabilitation Institute, 1979.

Tesolowski, D. G., Rosenberg, H. Program evaluation: Designing and implementing a model. Journal for Vocational Special Needs Education, 1979, 1 (3), 8-15.

Tesolowski, D. G., & Rosenberg, H. Student competency evaluation form used in the "Vocational Education Professional Certificate Program." Program Evaluation Resources. Kalamazoo, Michigan: The Evaluation Center, 1980 (In Press).

Tesolowski, D. G., Rosenberg, H., & Hammond, M. U. Interagency cooperation through organizational advocacy. Journal for Vocational Special Needs Education, 3 (1), 1980 (In Press).

11. DESCRIPTORS:

Vocational Mainstreaming
Cross-training
Teacher Advocates
Assessment
Modified Instructional Strategies
Facility and Equipment Modification

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
10	Special Class Teachers		range 200 to 300	3,4	1,2,3,4, 5,6,7,8 9,11	2,3,5,6, 7,8,9	3,1	1,2,3,4	1,4
13	Regular Education Teachers (Vocational)		range 200 to 300	3,4	1,2,3,4, 5,6,7,8, 9,11	2,3,5,6, 7,8,9	3,1	1,2,3,4	1,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 AH 00203

2. TITLE: Training Personnel For Education of the Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900945

5. CONTACT PERSON: Dr. Frances M. Duncan
School of Education
Columbus College
Columbus, Georgia 31907
(404) 568-2251

6. DESCRIPTION: This project is funded to train teachers of the handicapped specifically in the areas of the behavior disordered, the learning disabled and the mentally retarded, as well as the interrelated teacher. The training program includes coursework leading to the Master of Education and T-5 certification, and/or inservice education for renewal of certification or adding special education certification to an existing certificate. The Columbus College training area encompasses counties within approximately a 75-mile radius of the campus. The grant is funded to provide for stipends for teachers taking courses in the above-mentioned programs, as well as providing three graduate assistantships, and two graduate assistantships supported by the college. The graduate assistantships are for the calendar year for which the grant is funded.

7. MAJOR OBJECTIVES:

   a. To encourgage regular classroom teachers to enroll in courses in special education in order to increase their understanding of the needs of exceptional children.
   b. To train teachers of the handicapped in the most effective methods and materials for enhancing learning in specific areas of exceptionality and in commonalities among them.
   c. To provide for administrators a practical seminar in the needs and responsibilities of P.L. 94-142.
   d. To provide a Summer Laboratory School in cooperation with the LEA for special education students.

8. DISSEMINATION:

   The project covers the Columbus College training area of counties within a 75-mile radius of the campus. The area includes the city of Columbus, and eighteen surrounding counties which are predominantly rural.

Information is disseminated through mail-outs to the LEA's, through the Cooperative Education Service Agencies, through Columbus College Continuing Education, and through local professional meetings.

9. EVALUATION:

Evaluation is accomplished by:

a. Completion of program objectives.
b. Employer evaluations of graduates from the program.

10. PRODUCTS:

Competent, innovative, sympathetic, goal-oriented special educators and regular classroom teachers and administrators.

11. DESCRIPTORS:

On-site Experiences
Cooperation
Communication
Inservice Education

12. Table (Projects for Conducting Training)

1 # of participants	2	3 as trainers	4 hours trained	5 level	6 topics	7 instructional techniques	8 settings	9 disabilities	10 specific conditions
50	Administrators/ Supervisors		8	5	1	1,2,8	3	11	
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
13	Special Class Teachers		60/5 Qts hrs credit	1,2, 3,4	1,2,3,4, 5,6,7,8 9,10,11	2,5,6, 7,8,9	1,3	1,2,3,4,11	
100	Regular Education Teachers (Vocational)		5 Qtr hrs credit	1,2, 3,4	1,2,3,4, 5,6,7	2,3	1,3	11	
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Georgia

ABSTRACT

1. PROJECT NUMBER: 451 CH 90730

2. TITLE: Program Assistance Grant: Training Personnel for the Education of the Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901244

5. CONTACT PERSON: Dr. Phil McLaughlin
549 Aderhold
The University of Georgia
Athens, Georgia 30602
(404)542-1685

6. DESCRIPTION: The VCEH program concentrates on preservice and inservice training of special educators and support personnel for special education. There are two principle goals: first, to improve the quality of vocational/career education personnel educating the handicapped; and second, to increase the supply of vocational/ career education personnel educating the handicapped. To meet these two goals special and vocational education personnel are prepared to work cooperatively in providing vocational/career education programs for the handicapped.

7. MAJOR OBJECTIVES:

   a. To prepare and/or modify vocational programs for handicapped individuals.
   b. To deliver career education needed to prepare handicapped individuals for entering vocational programs.
   c. To teach, and to assist handicapped individuals in using, decision-making skills in making realistic occupational choices.
   d. To deliver vocational training (specific job skills) to handicapped individuals.
   e. To deliver any further instruction handicapped students need as they make the transition from the school vocational/career education programs to full-time jobs.

8. DISSEMINATION:

Many products are disseminated. They range from needs assessment results to resource guides on instructional programs and a monograph based on the activities for the three year period. Also disseminated are products through convocations like conferences, workshops, and institutes.

9. EVALUATION:

The project evaluates the extent to which the two principle goals of the program are achieved. Two kinds of evaluation are conducted. One kind is evaluating results. The other is evaluating procedures. The specific assessment questions asked, the methodology to collect the data, and the kinds of data collected are specified by the project.

10. PRODUCTS:

Curriculum Guides.

Vocational curriculum for severely handicapped students, 1979, 202 pages (available from Northeast Georgia, CESA, 375 Winter St., Winterville, Georgia, 30683).

Vocational Curriculum for visually impaired students, 1979, 268 pages, (avalable from the Georgia Academy for the blind, 2895 Vineville Ave., Macon, Georgia 31204).

Secondary career education curriculum for handicapped students in Glynn County, in preparation (will be available 9-1-81 from the Glynn County Special Education Department, Glynn County Schools, Brunwick, Georgia 31520).

Papers

Prevocational assessment and programming for visually impaired students, CEC, 1980. ERIC Document, ED 187 051.

Vocational diagnostic services for the handicapped, CEC, 1981.

Bibliographies.

Prespectives on secondary programming for the handicapped, 1980.

Curriculum development for secondary programs for the handicapped. 1980.

11. DESCRIPTORS:

Vocational/Career Education
Preservice Training
Inservice Training

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
3	Administrators/ Supervisors		176*	5	11	2,3,5,6, 7,9	1,3	1,2,3,4,5, 6,8,11	3,4
15	Paraprofessionals		176*	2,3,4,	11	2,3,5,6, 7,9	1,3	1,2,3,4,5, 6,8,11	3,4
15	Resource Teachers		176*	2,3,4	11	2,3,5,6, 7,9	1,3	1,2,3,4,5, 6,8,11	3,4
	Consulting Teachers								
12	Special Class Teachers		176*	2,3,4	11	2,3,5,6, 7,9	1,3	1,2,3,4,5, 6,8,11	3,4
10	Regular Education Teachers (vocational)		176*	3,4,5	11	2,3,5,6, 7,9	1,3	1,2,3,4,5, 6,8,11	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*four 5 quarter hour courses

ABSTRACT

1. PROJECT NUMBER: 451 CH 90578

2. TITLE: Program Assistance Grants: Program Assistance Grants: Prevocational Teachers and Career Coordinators of the Mildly Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900960

5. CONTACT PERSON: Dr. Wayne L. Sengstock
Department of Special Education
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 658-2310

6. DESCRIPTION: The purpose of this project is to train Prevocational Teachers (PVT's), Prevocational Coordinators (PVC's), and to provide the additional training for Related Vocational Instructional Teachers (RVI's) for the adolescent mildly handicapped. Students prepared as PVT's or RVI's will receive an M.Ed. in Special Education. Those individuals receiving preparation as PVC's will be awarded an M.Ed. or Ed.S. The role of the prevocational educator or RVI as conceptualized in this program is that of career educator, work evaluator, and job coordinator. The teacher will strive to create learning situations in which the student experiences the processes of developing career awareness and career placements. As the teacher meets a student, it is his/her function to give immediate assessment along the dimensions of academic skills, vocational skills, social-emotional skills, daily living skills, school teacher attitudes, and career goals. The teacher's goal is to increase the competence of students at all levels. At the later stages the teacher does intensive work evaluation, work sampling, and job interviewing so the student can simulate the activities of job seeking with its concomitant problems. In many communities the teacher also acts as a work-study coordinator, locating jobs within the community and placing students on the job. The RVI teacher is also responsible for providing instruction of a vocational nature that is directly related to the skills being developed in the regular vocational education program. The program employs skills and coursework from the Department of Vocational and Career Development. In Georgia the RVI Program was conceptualized as a result of a mandate from Public Laws 94-142 and 94-482. In compliance with this legislation and a statewide commitment to more adequately serve the handicapped youth of this state, this program requires a joint effort between representatives of special and vocational education.

7. MAJOR OBJECTIVES:

a. To train PVT's to work in high schools and with business and industry to facilitate employment/recreation and other appropriate adjustment services for the mildly handicapped.
b. To train PVC's to assume responsibility for coordinating and administrating secondary programs for the mildly handicapped.
c. To provide additional training for RVI teachers who act as liason between vocational education, special education, and regular education to improve the career education potential of students.
d. To prepare teachers to provide handicapped youth with the pertinent personal, social and vocational skills required to promote the transition from the school setting to the world of work and successful independent living.

8. DISSEMINATION:

The project intends three levels of dissemination: in Georgia, the Fulton County, Clayton County, DeKalb County, Gwinnett County, Rockdale County, and Atlanta School Systems presently operate programs for PVT's and employ PVC's. Georgia State University Department of Special Education helped to organize the Association for Coordinators of Secondary Special Education programs in the Metro Atlanta area. During the school year the metro area coordinators meet each month with our program personnel to share ideas, solve problems and generally help one another to improve their programs. Teaching units developed in this program have been disseminated to Georgia Learning Resource Service Centers so that they are available to all high school programs for the handicapped in the state.

9. EVALUATION:

The internal evaluation will consist of course assessment of program competencies in which the student must achieve a minimum grade of "B," successful performance in a planned practicum and successful completion of the M.Ed. comprehensive examination. The external evaluation will consist of the students' self-evaluation of their own attainments throughout the program, as well as a summary evaluation of the program's effectiveness in preparing them for their employers during their first year of employment. The External evaluation also includes the inspection of an Advisory Committee which consists of state department of education personnel, lodcal administrators and teacher, and university personnel. The Advisory Council assists the program director in extending evaluation strategies and modifying course requirements to insure the graduates' maintenance of the competencies required in an area undergoing constant change and development.

10. PRODUCTS:

The following teaching units have been developed for dissemination:

Marriage and Family Living Education
Engaging in Civic Activities
Buying and Preparing Foods
Buying and Making Clothes
Personal Needs
Community Mobility
Managing Family Finances
Acquiring Self Confidence
Communicating Adequately With Others
Seeking, Securing, and Maintaining Satisfactory Employment
Exhibiting Appropriate Work Behaviors
Developing Necessary Physical-Manual Skills and Tolerances

11. DESCRIPTORS:

Degree Program
Prevocational Teachers
Career Coordinators
Mildly Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
NA	Administrators/ Supervisors			5	1,2,3,4,5,6,7,8,9,10,11	2,6,7,8,9	1,3	1,3,4	
	Paraprofessionals								
NA	Resource Teachers			4	1,2,3,4,5,6,7,8,9,11	2,4,6,7,8,9	1,3	1,3,4	
	Consulting Teachers								
NA	Special Class Teachers			4	1,2,3,4,5,6,7,8,9,11	2,4,6,7,8,9	1,3	1,3,4	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 CH 90548

2. TITLE: Preparation of Personnel for Education of the Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901229

5. CONTACT PERSON: Dr. Bill E. Weaver
Georgia Southern College
Statesboro, Georgia 30458
(912) 681-5596

6. DESCRIPTION: This project intends to prepare regular education, vocational education teachers to have an understanding of the characteristics of Mental Retardation (MR), Learning Disabled (LD), and Behavior Disordered (BD) children, and methods appropriate to work with the above categories, and measurement techniques to use in the assessment of these categories of exceptional children. In addition, the project intends to prepare teachers of exceptional children in the categorical areas of MR, LD and BD to have a basic understanding of vocational education and the methods of exceptional children. The teachers are prepared by allowing a vocational education teacher pursuing a M.Ed. in Vocational Education to insert 1, 2 or 3 vocational education courses in his M.Ed. Program with the advice and consent of his adviser. These fees for the courses are paid for from the grant. The teachers in special education are prepared by allowing them to insert 1, 2 or 3 courses in vocational education in their M.Ed. degree program with the advice and consent of their adviser, and these three courses are paid for by the grant.

7. MAJOR OBJECTIVES:

   a. To increase among regular vocational education teachers positive attitudes towards exceptional children and knowledge of different handicapping conditions and methods of assessment and teaching of exceptional children
   b. To increase among special education teachers a better understanding of methods of vocational education among exceptional children.
   c. To increase among special education teachers a better understanding of problems of regular vocational education teachers having exceptional children in their classroom, and to promote a more harmonious atmosphere with regular education teachers.

8. DISSEMINATION:

Dissemination activities include direct observation of results of intervention.

9. EVALUATION:

Evaluations are included in the measurement of the objectives as listed in the major objectives.

10. PRODUCTS:

Staff is in the process of constructing measurement instruments to measure major objectives.

11. DESCRIPTORS:

Teacher Preparation
Education of the handicapped
Special Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
25	Special Class Teachers		60+	1,2,3, 4,5	1,2,3, 4,5,6, 7,8,9, 10,11	2,8,9	3,4	11	3,4
15	Regular Education Teachers		60+	4,5	1,2,3, 4,5,6, 7,8,9, 10,11	2,8,9	3,4	11	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Hawaii

ABSTRACT

1. PROJECT NUMBER: 451 AH 90415

2. TITLE: Program Assistance Grant: Special Education Teacher Preparation in Hawaii.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G00801458

5. CONTACT PERSON: James A. Apffel
University of Hawaii/Manoa
244 Dole Street
Honolulu, Hawaii 96822
(808) 948-7956

6. DESCRIPTION: The program component has been designed to train pre-service and in-service personnel, involved in special education and related fields, in specific competencies relating to the education/training of secondary handicapped individuals. The courses and field work provide the students the opportunity to develop skills in curriculum selection/adaptation, behavior management, assessment, and delivery techniques specific to an adolescent population. An emphasis is placed upon an interdisciplinary approach to providing services for secondary students. All individuals enrolled in the component are exposed to a variety of secondary models and to all categories of handicapped individuals.

7. MAJOR OBJECTIVES:

   a. To train students to identify appropriate assessment instruments, interpret results, and develop a learner profile from the data.
   b. To train students to identify available resources within both the school and community to attain services for special needs adolescent learners.
   c. To train students to effectively review an existing curriculum, and suggest appropriate modifications for specific adolescent learners.
   d. To train students to demonstrate use of appropriate instructional techniques.
   e. To train students to discuss the legal basis for vocational/career education of special needs student.

8. DISSEMINATION:

   None

9. EVALUATION:

Part of Program Assistance Grant program evaluation plan (Descrepancy Evaluation Model)

10. PRODUCTS:

Graduates are awarded Hawaii Special Education Teacher Certification

11. DESCRIPTORS:

Secondary Level Special Education
Career Education
Voctional Education
Special Needs
Teacher Training

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
*	Resource Teachers		45	4	1-11		3	1-5	
*	Consulting Teachers		45	4	1-11		3	1-5	
*	Special Class Teachers		45	4	1-11		3	1-5	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

* 3 - 5 per year combination of roles

ABSTRACT

1. PROJECT NUMBER: 451 AH 81213
2. TITLE: Graduate Teacher Education: Special Education with Emphasis in Early Childhood and Vocational Education.
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007701070
5. CONTACT PERSON: Dr. A. Lee Parks
   Department of Special Education
   University of Idaho
   Moscow, Idaho 83843
   (208) 885-6159
6. DESCRIPTION: The purpose of this graduate teacher training program is to prepare special educators in Idaho to work with handicapped adolescents in programs that have a vocational component. The project has developed a core of basic courses from both the Special and Vocational Education Departments. The attempt has been to develop a competency-based program.
7. MAJOR OBJECTIVES:
   a. To meet the needs of handicapped by providing appropriately trained secondary teachers in Special Education with vocational education/vocational rehabilitation skills.
   b. To use existing University facilities and local agencies in a cooperative effort to solve the above problem.
   c. To implement a competency-based teacher training program in the area of vocational education for the handicapped which can be duplicated by other training facilities.
   d. To provide impetus for modified certification standards in vocational and special needs teachers.
8. DISSEMINATION:

   Dissemination will be accomplished in the following ways: communication with LEA Special Education Directors in formal and informal meetings, working paper series circulation in Idaho, and presentations at Idaho conferences.

9. EVALUATION:

Evaluation is through attaining objectives, and meeting projected time lines.

10. PRODUCTS:

The products will include a developed graduate study program, competency-based core of courses, and competency check lists for knowledge and skills in Special Education/Vocational Education.

11. DESCRIPTORS:

Vocational Education
Special Education
Secondary Special Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
5	Resource Teachers		450	1,2,3, 4,5	1,2,3, 5,6,7, 8,11*	2,6,9	3	11	4
	Consulting Teachers								
5	Special Class Teachers		450	1,2,3, 4,5	1,2,3, 5,6,7, 8,11*	2,6,9	3	11	4
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Early childhood

Illinois

ABSTRACT

1. PROJECT NUMBER: 451 AH 00357

2. TITLE: Personnel Preparation Program

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901277

5. CONTACT PERSON: Dr. Timothy Crowner
Department of Special Education
Buzzard Education Building
Eastern Illinois University
Charleston, Illinois 61920
(217) 581-5315

6. DESCRIPTION: The purpose of this project is to develop and implement an inservice course on Vocational Programming for handicapped students. The project is designed to accommodate approximately 120 inservice teachers in the course and it is estimated that these teachers will impact on 2,400 handicapped learners in Illinois. The grant will support student tuition and stipends as well as course development and evaluation. Eastern Illinois University will pay for the instruction. A final report of the grant will include the prototypic course and relevant evaluations.

7. MAJOR OBJECTIVES:

   a. To develop an inservice course on vocational programming for the handicapped that is deliverable to the field.
   b. To evaluate the impact of the course on services to secondary handicapped learners.
   c. To disseminate the results of the project.

8. DISSEMINATION:

   The results of the project will be disseminated through the (a) Eastern Illinois Area of Special Education Inservice newsletter, (b) the Illinois Secondary Handicapped Consortium, (c) the Illinois DAVTE Catalyst project, (d) the Office of Special Education, Department of Education, and (e) professional meetings and conferences. The primary target audience will be secondary teachers and administrators in the Eastern Illinois University service area as well as the rest of Illinois.

9. EVALUATION:

   The results of a recent survey by the Illinois Secondary Handicapped Consortium for the service area surrounding E.I.U. will be utilized as a base for evaluating change in the services available to secondary handicapped learners in the project area. A questionnaire will be mailed out to all directors of special education and occupational education coordinators listed by the Illinois Office of Education. The results will be compared to previous survey data. In addition, it is anticipated that regional meetings and direct/telephone interviews will also be held with various consumers.

10. PRODUCTS:

The project will produce an inservice course as well as guidelines for development, implementation, and evaluation of the impact of the course.

11. DESCRIPTORS:

Personnel Preparation
Vocational
Inservice
Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
120 over 3 yrs	Special Class Teachers		45	4	1,2,3,4,5,6,7,8,9,10	2	1,3	11	3
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Illinois

ABSTRACT

1. PROJECT NUMBER: 421 AH 00392
2. TITLE: Program Assistance Grant.
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007900907
5. CONTACT PERSON: Gertrude Meyers
   Department of Special Education
   Northeastern Illinois University
   5500 North St. Louis Avenue
   Chicago, Illinois 60626
   (312) 583-4050
6. DESCRIPTION: The grant prepares teachers at the secondary level to work with handicapped adolescents. The trainees in this program will earn a Master's degree in Special Education in one of several areas: mental retardation, learning disabiliites, or behavior disorders. The trainees must earn a total of 36 trimester hours to complete the degree program. Core courses which all students are required to take are as follows: Characteristics and Identifying the Handicapped Adolescent, Assessment of the Handicapped Adolescent, Educational Planning for the Handicapped Adolescent, Vocational Theory and Occupational Information, and Vocational Rehabilitation. All trainees take the required coures for certification in the category of their choice: M.R., L.D., or B.D. Trainees are required to compete two practica, one in the community relating to helping agencies and their services, and/or making contact with business and industry in preparation for the hiring of handicapped youth; the second, is on site in the classroom with special education students or mainstreamed special education students.
7. MAJOR OBJECTIVES:
   a. To prepare trainees to work with exceptional adolescents at the secondary school level to prepare them for vocations and careers.
   b. To develop trainee competencies essential to the fulfillment of Public Law 94-142.
   c. To develop trainee competencies essential to the fulfillment of Section 504 of the Rehabilitation Act.
   d. To develop trainee competencies essential for the assessment of handicapped adolescents for maximum growth of skills in preparation for vocational/career opportunities.

8. DISSEMINATION:

Dissemination will occur locally through the newspapers and in a brochure to be distributed to metropolitan schools and to vocational/industrial arts teachers. Presentations will be made to professional organizations such as the Council for Exceptional Children. Research projects will also be developed by trainees for publication.

9. EVALUATION:

Evaluation is based on the Discrepancy Evaluation Model (DEM). The program is evaluated continuously from the viewpoint of the trainees, instructors, practicum supervisors and employers. Evaluation information will be used to determine if objectives are met and to make modifications during the course of the project. Outputs also will be evaluated to determine trainee impact on their place of employment. Key faculty will be responsible for collecting and assessing evaluation material.

10. PRODUCTS:

The project will provide a model for training educators to work effectively with handicapped youth. In addition, trainee research projects will be prepared for publication and disseminated. These projects focus on services provided by community agencies for handicapped youth and on-the-job market opportunities and demands for handicapped adolescents.

11. DESCRIPTORS:

Secondary Special Education
Master's Degree

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
1	Paraprofessionals		36	3,4	1-11	2,6,7, 8,9	1,3,6	1,2,3, 4,5	1,2, 4,5
1	Resource Teachers		36	3,4	1-11	2,6,7, 8,9	1,3,6	1,2,3, 4,5	1,2, 4,5
	Consulting Teachers								
19	Special Class Teachers		683	3,4	1-11	2,6,7, 8,9	1,3,6	1,2,3, 4,5	1,2, 4,5
10	Regular Education Teachers (Vocational)		360	3,4	1-11	2,6,7, 8,9	1,3,6	1,2,3, 4,5,	1,2, 4,5
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
4	Counselors		144	3,4	1-11	2,6,7, 8,9	1,3,6	1,2,3, 4,5,	1,2 4,5
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Illinois

ABSTRACT

1. PROJECT NUMBER: 451 DH 90137

2. TITLE: Leadership Training Institute/Vocational and Special Education

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900952

5. CONTACT PERSON: Dr. L. Allen Phelps, Project Director
Dr. James P. Greenan, Research and Development Coordinator
Dr. Janet Treichel, Training and Dissemination Coordinator
Department of Vocational and Technical Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801
(217) 333-2325

6. DESCRIPTION: In the past five years there has been a renewed national interest in expanding and improving vocational education opportunities for handicapped learners. As a result of federal and state legislation, litigations, and the efforts of various advocacy groups, there has been a significant concern expressed for the need to provide handicapped learners with an appropriate vocational education in the least restrictive environment. In part, to address this concern the Office of Special Education/Department of Education has funded the Leadership Training Institute project to conduct a series of regional topical institutes for leadership personnel from the fields of vocational education, special education, and vocational rehabilitation. The institutes are designed to: (a) address the implications of recent legislative developments, and (b) assist regional, state, and local leaders in formulating effective policies and guidelines to implement appropriate vocational education opportunities for handicapped individuals. Approximately 150 individuals involved in administrative, planning, and other leadership roles from state education agencies, professional and advocacy organizations, state advisory councils, and institutions of higher education will be selected to attend each regional institute. Several policy research and support activities are conducted as an integral part of the institute series.

7. MAJOR OBJECTIVES:

   a. To convene with the national planning and advisory committee to assist in planning and conducting the leadership training activities.

b. To plan, conduct, and evaluate a series of topical institutes which examine selected legislative provisions ad related issues and problems of national concern in vocational education for handicapped persons.
c. To produce and disseminate a series of institute and research reports that will provide the field with concept or position papers, exemplary practices, and useful guidelines for addressing major issues, problems, and legislative provisions in vocational education programming for the handicapped.
d. To facilitate communication and interagency cooperation between individuals from different fields and agencies.

8. DISSEMINATION:

The primary vehicle for dissemination is "Interchange," a newsletter which is published every other month. At present, 2,000 copies are printed and mailed to leadership personnel throughout the nation in vocational education, special education, and vocational rehabilitation. In addition, several brief articles describing the project have appeared in the journals and newsletters of various national organizations such as the "Liaison Bulletin" of the National Association of State Directors of Special Education. A brochure providing an overview of the project has been prepared and is used in response to general inquiries.

A number of products are being produced. These include: a set of policy papers for each institute, a set of project abstracts of OSE sponsored projects focusing on career and vocational education, and six policy research reports. Approximately 500 copies of these documents will be produced and disseminated to appropriate policymaking personnel.

Presentations describing the LTI project will be made at a number of upcoming national and state conventions including the Council for Exceptional Children, National Rehabiliation Counseling Associates, Association of Children with Learning Disabilities, American Vocational Association, and the American Educational Research Association.

9. EVALUATION:

A set of major evaluation questions concerning institute context, input, process, product, and outcome factors will be drafted for each institute. The sources for obtaining intitute evaluation data (e.g. participants, project staff, and presenters) will be included along with the instrumentation. Two faculty advisors and two members of the National Planning and Advisory Committee will serve as an evaluation team for the project. Their responsibility will include delineating and testing a prototype evaluation system for each LTI.

Major evaluation activities consist of collecting: 1) continuous evaluative feedback from the project advisory committee, project advisors, and OSE personnel, 2) the evaluative reactions of participants and presenters at the conclusion of each LTI, and 3) follow-up technical assistance provided to the State Leadership Teams by the LTI staff.

10. PRODUCTS:

The 1980-81 LTI products include: a bimonthly newsletter, a set of policy papers for each institute topic, and selected policy research reports. The topics of the policy research studies will be determined from a problem identification study involving the state directors of vocational education, special education, and vocational rehabilitation. Approximately 500 copies of the policy papers and research reports will be produced for dissemination.

11. DESCRIPTORS:

Vocational Education
Special Education
Vocational Rehabilitation
Handicapped
Leadership Personnel

12. Table (Projects for Conducting Training)

1 2	3	4	5	6	7	8	9	10
# of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
Administrators/ Supervisors								
Paraprofessionals								
Resource Teachers								
Consulting Teachers								
Special Class Teachers								
Regular Education Teachers								
Clinicians/Therapists								
Volunteers								
Parents								
Physical Educators								
Psychologists								
Counselors								
Music or Fine Arts Teachers								
School Boards								
Combinations or Teams of Above	400	16	--	as determined by needs assessment	small group planning lecture discussion	Leadership Training Intitutes	full spectrum	--

Illinois

ABSTRACT

1. PROJECT NUMBER: 451 CH 00520

2. TITLE: Illinois State Board of Education Plan for Training Personnel in the Education of the Handicapped.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G008001305

5. CONTACT PERSON: Bobbie Reguly/Kay Robinson
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
(217) 782-6601

6. DESCRIPTION: During 1980 a regular education training manual entitled The Role and Responsibilities of Professionals Serving Handicapped Children will have been developed and disseminated to all local inservice providers. The manual, which consists of a series of individual training modules, focuses on the following priority areas which have been developed at different levels for special groups to be trained depending upon the need of the group: effective classroom management techniques, skills for effective communication, the regular educator's role and responsibility in educating handicapped students, skills for team building and team communication, referral processes, interpreting and utilizing assessment reports, assistance in curriculum development, modifications and evaluations, and individualized instruction for handicapped students.

   The modules are broken out by priority area as well as by groups to be trained, e.g., school board members, regular teachers, regular support personnel, administrators, special teachers, parents, and paraprofessionals. Within each priority area there are training activities for awareness, knowledge, and skill development. This format allows each local inservice provider to structure training activities based upon the unique needs of the groups to be trained. The manual, which will b expanded during 1981-1982, insures that all LEA's receive consistent information. This approach allows for district flexibility in designing meaningful training opportunities based on local needs.

7. MAJOR OBJECTIVES:

   a. To provide for enhanced special education delivery by improving the awareness, attitudes, and/or skill levels of all regular educators in Illinois.
   b. insure that regular educators have access to training opportunities.

8. DISSEMINATION:

The training manual will be disseminated to all LEA inservice providers in the State of Illinois. Additional copies will be available through the National Inservce Network.

9. EVALUATION:

The impact of this project will be evaluated by both the inservice providers and the participants. The evaluation instruments will be included within each module.

10. PRODUCTS:

The project will provide a training model for local inservice providers to assist in designing training activities for regular educators/ administrators serving handicapped students.

11. DESCRIPTORS:

Local District
Workshops
Classroom Management
Communication
Teacher Assistance Teams
Individualized Instruction

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 CH 90812

2. TITLE: Vocational Education for the Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901012

5. CONTACT PERSON: Dr. Frank R. Rusch
Department of Special Education
University of Illinois
288 Education Building
Champaign, Illinois 61820
(217) 333-0260

6. DESCRIPTION: The goal of the VEH program is consistent with the primary goal of the Vocational Rehabilitation Act of 1973 - to make it maximally possible for handicapped individuals to enter into productive employment when and where possible. Here, productive employment is defined as employment in industry earning at, or better than, a minimum wage. The VEH program is competency based and requires students to enroll in two practica; one in a residential setting, and one in a vocational setting.

7. MAJOR OBJECTIVES:

   a. To train 4-6 vocational trainers each year to supervise and provide for the training and placement of moderately/severely handicapped adults.

8. DISSEMINATION:

   The project is presented to local, state, regional, and national audiences. Additionally, information regarding the VEH program is sent to over 1,000 persons a year.

9. EVALUATION:

   The Department of Special Education at the University of Illinois has a formal program evaluation component. This component has three major foci: (a) validation of standards upon which the program is based, e.g., role descriptions and performance criteria, (b) monitoring of student progress within the program (process evaluation), and (c) follow-up of program graduates (summative evaluation).

10. PRODUCTS:

    The program has, upon request, a program description manual.

11. DESCRIPTORS:

    Moderately/Severely Handicapped
    Teacher Training
    Vocational Training and Placement
    Adolescents and Adults

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
*4	Paraprofessionals	X	600	5	11	9	1,3	2,4,5	4
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

* vocational, trainer

ABSTRACT

1. PROJECT NUMBER: 451 CH 90103

2. TITLE: Comprehensive Vocational Education for All Handicapped Persons: Preparing Vocational Teachers, Special Education Teachers, and Employers to Use a Combined and Coordinated Approach in the Training and Employment Placement of Handicapped Students.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901293

5. CONTACT PERSON: Dr. Thomas C. Cooke
Department of Vocational Education
South Campus Courts, Building F
Purdue University
West Lafayette, Indiana 47907
(317) 494-8591

6. DESCRIPTION: A three-year project, started in 1979, designed to actively involve vocational and special education personnel in local school systems with local employers. Pilot teams, trained in the second year to conduct employer workshops at local levels, will participate in the third year as resource persons. Ten to fifteen teams of special and vocational educators will participate in planning and implementing workshops for local employers during the third year.

7. MAJOR OBJECTIVES:

   a. To provide research data concerning employer and teacher attitudes, competencies, and practices.
   b. To provide workshops for special and vocational educators and employers.
   c. To develop a system of communication through which employers and schools will be informed of problems, successes, needs, and resources.
   d. To increase sensitivity and awareness of the training and employment issues concerning handicapped students.

8. DISSEMINATION:

   A final report will be produced and forwarded each year to the appropriate ERIC clearinghouses when approved by the BEH project officers. Members of the project committee will author articles describing various aspects of the project. Program time at state and national meetings of appropriate organizations will be actively sought for the purpose of providing information concerning the project.

9. EVALUATION:

Attitudinal assessment data showing differences between pre-exposure and post-exposure attitudes toward handicapped persons will help to evaluate the significance of the project effort. Follow-up questionnaires from participating employers will aid in evaluating the effectiveness of employer workshops. Follow-up questionnaires from participating special educator/vocational educator teams will aid in evaluating the university provided workshops. Consultants will be utilized in the summative evaluation.

10. PRODUCTS:

The project will provide three major products: a model for a state-wide program which will provide comprehensive career/vocational education for special needs students as a combined effort of special and vocational educators and employers; attitudinal scales for assessing teacher and employer attitudes toward handicapped persons; and competency domains and clusters synthesized from existing research of competencies for vocational teachers working with special needs students, identified vocational evaluator competencies, and report of employer personnel needs and practices in Indiana.

11. DESCRIPTORS:

Field-based
Mainstreaming
Assessment
Employment
Competencies

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
11	Special Class Teachers	X	892	4	11	1	3	11	
11	Regular Education Teachers (Vocational)	X	892	4	11	1	3	11	
	Clinicians/Therapists								
110	Volunteers		3,520	4	11	1	1	11	
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Indiana

ABSTRACT

1. PROJECT NUMBER: 451 CH 90804

2. TITLE: Ball State University Personnel Preparation Project.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901263

5. CONTACT PERSON: Dale L. Lawver, Chairperson
Department of Special Education
Ball State University
Muncie, Indiana 47304
(317) 285-6771

6. DESCRIPTION: The project is designed to provide Preservice Training for Preparing Vocational Coordinators of Special Needs/Handicapped Programs.

7. MAJOR OBJECTIVES:

   a. Train Vocational Educators/Special Educators to Plan and Implement Vocational/Career Programs for Special Needs/Handicapped Youth and Adults.
   b. Provide Model Program for Licensure of Vocational Coordinators of Special Needs/Handicapped Programs.

8. DISSEMINATION:

   The project intends dissemination through Workshops and SEA Vocational Educational Newsletter.

9. EVALUATION:

   Evaluation is based upon: employability of graduates, type of positions filled, LEA's feedback on trainees' functioning in system after three months and after nine months, and score on Pre-Graduation Competency Exam.

10. PRODUCTS:

    None

11. DESCRIPTORS:

    Pre-Service Training
    Vocational Coordinators
    Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
4	Special Class Teachers	X	288	4	11	1	3	11	
4	Regular Education Teachers	X	288	4	11	1	3	11	
	Clinicians/Therapists								
40	Volunteers (Employers)		1,280	4	11	1	1	11	
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 CH 90124

2. TITLE: Program Assistance Grant: Master's Component in Career/ Vocational Education

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901566

5. CONTACT PERSON: Dr. Patricia L. Sitlington
Smith Research Center, Room 170
2805 East Tenth Street
Bloomington, Indiana 47405
(812) 337-5847

6. DESCRIPTION: This project is designed to train personnel to work with mildly and moderately handicapped adolescents in the least restrictive environment. These trainees will fulfill roles as itinerant, resource, and self-contained special education teachers (with a strong emphasis in career education programming) or as vocational special needs personnel. Students will receive training through a master's or graduate level certification program and will emphasize either the classroom teacher or vocational special needs component in their elective coursework and practicum. Integration of secondary career/vocational programming content into the existing undergraduate training program is also planned. The target population of this program is teachers currently in the public schools. In order to reach this population, master's coursework will be offered in the Bloomington and Indianapolis areas. Activities of this project are closely linked with those of a state-funded vocational special needs grant in the Vocational Education Department. One of the aims of both projects is to develop a vocational special needs training component at the master's level in which both vocational and special education trainees can enroll as part of their master's level preparation.

7. MAJOR OBJECTIVES:

    a. To train students who will be capable of articulating and documenting the current trends and issues in special education and characteristics of adolescent handicapped students.
    b. To train students to assess and individualize instructional programs.
    c. To train students to manage behavior.
    d. To train students in consultation skills.
    e. To train teachers capable of providing vocational programming/career planning for handicapped adolescents.

f. To identify specific competencies under each of the five training objectives.
g. To establish a delivery system within the University.
h. To establish a delivery system within the field.
i. To disseminate information in the competences and model.

8. DISSEMINATION:

The immediate target population for the program is the service area of Indiana University which includes areas surrounding Bloomington as well as the Indianapolis metropolitan area. The program, however, will be open to all qualified Indiana residents as well as applicants from outside the state.

Dissemination activities will be geared to the Indiana University service area, as well as state and national audiences. Such activities will include publication of an informational brochure on the program, presentations at state and national conventions, and writing of journal articles on the program model and content to be developed.

9. EVALUATION:

A responsive evaluation model will be utilized to collect formative and summative evaluation data and ensure that the program remains responsive to trainee needs and changes in the field. The primary focus of the evaluation process will be collection of information re: (a) the adequacy of coursework competencies; (b) the attainment of competencies by students; (c) the job performance of graduates of the program; and (d) the impact of the training program on university and community programs and agencies.

10. PRODUCTS:

The major product of this project will be a program model and competencies geared to the needs of Indiana University trainees, which may be adpated to other university settings. This model will take the form of a joint master's level emphasis in vocational special needs sponsored by the Departments of Special and Vocational Education.

11. DESCRIPTORS:

Career/Vocational Programming
Assessment
Individual Educational Management
Behavior Management
Consultation Skills
Field-Based Programming

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
*	Resource Teachers		**	3,4	all	2,5,6,7,8,9	1,3	1,3,4	
*	Consulting Teachers		**	3,4	all	2,5,6,7,8,9	1,3	1,3,4	
*	Special Class Teachers		**	3,4	all	2,5,6,7,8,9	1,3	1,3,4	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers (Employers)								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*This is the beginning of the second year of the training program. There are a total of 12 particpants-all part-time students.

**Graduate certification program in Special Education is 24 credit hours. Masters program in Special or Vocational Education 36 credit hours.

ABSTRACT

1. PROJECT NUMBER: 451 CH 00593

2. TITLE: Program Assistance Grant: One Component for Training Special Education Personnel

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G008000586

5. CONTACT PERSON: Clifford E. Howe, Professor and Chairperson
Division of Special Education
The University of Iowa
N259 Lindquist Center
Iowa City, Iowa 52242
(319) 353-3301

6. DESCRIPTION: This pre-service component of vocational/career education has as its purpose the training of teachers at the post-B.A. level who are better able to deal with the vocational and career needs of handicapped children. A two-course sequence of classroom instruction, and field work in exploring and obtaining job sites is provided. The sequence is required of teachers at the secondary level in LD and ED. It is recommended but not required of elementary teachers in LD and ED. In addition, former undergraduate students trained in the area of mental retardation when this component was not available may enroll to update their skills. Returning post-master's students also may take the sequence.

7. MAJOR OBJECTIVES:

   a. To develop in teachers an understanding of the world of work as it relates to both employer and employee needs on the job.
   b. To develop in teacher skills to interview employers and obtain jobs for the handicapped.
   c. To develop in teachers the ability to analyze a job for the competencies needed to ensure success in it by the handicapped.
   d. To develop in teachers a knowledge of systems that are supportive to adolescent and adult handicapped.
   e. To develop in teachers a knowledge of appropriate leisure-time activities.

8. DISSEMINATION:

As this project is a pre-service training program for teachers of other areas of disability, the major dissemination takes place through the teachers themselves as they work in schools throughout Iowa and the midwest.

9. EVALUATION:

Evaluation includes an on-going follow up of graduates of the University program over a five-year period. The Discrepancy Evaluation Model is used for follow-up.

10. PRODUCTS:

Trained Teachers

11. DESCRIPTORS:

Pre-service
Vocational/Career Education
Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
25	Special Class Teachers		105	3,4	3,4,5,6 8,9,11	2,7	1,3,	3,4	1,3,4
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 AH 90321

2. TITLE: Career/Vocational Education for the Moderately Mentally Disabled in the Secondary Curriculum.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007701439

5. CONTACT PERSON: Merry Maitre, Consultant
Iowa Department of Public Instruction
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-3176

6. DESCRIPTION: This institute is designed to continue updating the awareness level of school personnel responsible for serving the moderately mentally disabled student pertaining to curriculum; assessment material and methods; exemplary program models; and accreditation procedures for habilitation facilities. It is not the purpose of this institute to provide in-depth inservice training. The SEA is currently utilizing special needs resources to establish and develop ongoing in-depth summer workshops offered to participants for professional credit and growth in the area of career/vocational training. Participants to this institute will receive instructions and materials on the process of utilizing supportive program funds on Teacher Aide Programming (TAP), Employer School Program (ESP), and Improving Career Education (ICE) packets. Resource persons for the two days will be National Association of Retarded Citizens, Project OJT; Creditation Association of Rehabilitation Facilities representatives; and Vocational Rehabilitation representatives. Providing the resource persons facilitates panel presentations on new information which the participants need to be effective. Also provided is input to resource persons as to the participants' concerns in providing vocational programming in the school and extended community.

7. MAJOR OBJECTIVES:

   a. To provide participants with current data and information on vocational program thrusts in Iowa based on identified population.
   b. To provide participants with an opportunity to interact and have questions answered by facilitators.
   c. To identify funding sources and provide instructions on how to apply for funds.
   d. To display and explain new materials and programs.
   e. To record participants' concerns and questions for future directions for SEA personnel.

8. DISSEMINATION:

Sessions will be provided by persons representing CARF, Special Needs Personnel, Vocational Rehabilitation Services, NARC-O.J.T., Special Education, and Child Labor Bureau. These persons are specialists in their particular area.

The two-day session is informational in nature but requires interpretation and opportunity for persons responsible for implementation to have their questions answered.

9. EVALUATION:

Not available

10. PRODUCTS:

The project will provide a post institute package of summaries of sessions, curriculum materials and resources, and community resource information.

11. DESCRIPTORS:

Resource
Consultative
Training
Models
Technical Assistance

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
15	Administrators/ Supervisors		30	4	3,4,5, 10,11	1,3,4,8	3	1,2,4	3
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
30	Combinations or Teams of Above			4	3,4,5, 10,11	1,3,4,8	3	1,2,4	3
30	Work Experience Instructors			4	3,4,5, 10,11	1,3,4,8	3	1,2,4	3
15	Facility Directors		30		3,4,5, 10,11	1,3,4,8	3	1,2,4	3

ABSTRACT

1. PROJECT NUMBER: 451 AH 90308

2. TITLE: Program Assistance Grant: University of Northern Iowa Special Education Program.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007701454

5. CONTACT PERSON: Marion R. Thompson
Department of Special Education
University of Northern Iowa
Cedar Falls, Iowa 50613
(319) 273-2569

6. DESCRIPTION: A multicategorical, performance based training program which prepares professional personnel for working with the handicapped. Teachers and other special education personnel are prepared to work with the profoundly and severely handicapped, mentally retarded, emotionally maladjusted, and learning disabled at the elementary and secondary levels.

7. MAJOR OBJECTIVES:

   a. To develop and implement training performance competencies for teachers of multicategorical severely and profoundly handicapped.
   b. To develop and implement training performance competencies for secondary level vocational-career education teachers.
   c. To develop and implement training performance competencies for interdisciplinary skills of elementary and secondary teachers with multicategorical handicapped students.

8. DISSEMINATION:

   The project intends to provide dissemination at local, state, regional and national levels. Activities include on-site visitation, demonstration and consultation; presentations at state, regional and national meetings; progress reports; inservice presentations; and publications in professional journals.

9. EVALUATION:

Discrepency model evaluation of attained objectives and sub-objectives by teachers participating and completing the program and their employers will be utilized.

10. PRODUCTS:

The project provides a model for performance based multi-categorical teacher training. Program design and descriptions are available.

11. DESCRIPTORS:

Teacher Training
Multicategorical
Performance Based Teacher Training
Severely/Profoundly Handicapped
Secondary Vocational-Career Education
Interdisciplinary

12. Table (Projects for Conducting Training)

1 # of participants	2	3 as trainers	4 semester hours trained	5 level	6 topics	7 instructional techniques	8 settings	9 disabilities	10 specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
200	Resource Teachers		6,000	1,2, 3,4	1,2,4, 5,6,7, 8,11	2,6,9	1,3	1,2,3,4	3
15	Consulting Teachers		145	2,3, 4,5	1,2,4, 5,6,7, 8,11	2,6,9	1,3	1,2,3,4	3
100	Special Class Teachers		3,000	1,2, 3,4	1,2,4, 5,6,7, 8,11	2,6,9	1,3	1,2,3,4	3
25	Regular Education Teachers		100	1,2,3	1,2,3, 5,6	1,2,4	1,3	1,3,4	3
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Kansas

ABSTRACT

1. PROJECT NUMBER: 451 AH 00520

2. TITLE: Program Assistance Grant: Preservice Preparation of Vocational/Career Support Personnel for Sparsely Populated Regions.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900826

5. CONTACT PERSON: Dr. Elaine Beason
Special Education Program
Fort Hays State University
Hays, Kansas 67601
(913) 628-4212

6. DESCRIPTION: The primary purpose of this program is to prepare personnel to establish career/vocational education and training for the handicapped in public and special purpose schools. Graduates of the program are prepared to develop, implement, and coordinate a program that involves community employers, regular/special/vocational educators, agency personnel, and handicapped students, and their parents. The program is oriented toward a task analysis approach in the collection and assessment of requirements relative to adult living goals and specific jobs within a geographical or employment community. These requirements are used as the basis of exceptional student skill evaluation, vocational training curriculum, and pre-vocational curriculum. Additionally, task analysis is applied to regular and vocational education curriculum to assist in adaptations and alterations in meeting individual student needs. Thus, students in this program are taught observational, collectional, analytical, synthetical, instructional, and coordinational skills that are used to develop and implement career/vocational education and training for the handicapped.

7. MAJOR OBJECTIVES:

   a. To prepare handicapped individuals for employment ranging from competitive work in local job market to more supervised work settings.
   b. To prepare handicapped individuals to live as independently as possible.
   c. To coordinate service among general and special educators, other support personnel, state service and rehabilitation agencies, community employers, and future employees.
   d. To establish scope and sequence in secondary level special education/vocational education curriculum.

e. To establish an educational/training program that would minimize the need for additional social/vocational post-graduation services for handicapped individuals.
f. To assist community employers in meeting federal regulations.

8. DISSEMINATION:

The project has specified eight target audiences to receive dissemination information and/or materials. They are secondary level special educators, vocational educators, regular classroom educators, community and state agency personnel, community employers, local special education directors, parents of handicapped students, and secondary level handicapped students.

Dissemination activities include program presentations (local, state, national), annual conference, quarterly newsletter, publication of conference papers, individual conferences with community employers, students and parents, program development with all school personnel.

9. EVALUATION:

The evaluation component addresses four major concerns through the use of evaluation questions.

Evaluation Concerns:

(a) Adequacy of practicum management
(b) Student practicum performance
(c) Program impact
(d) Performance of graduates on-the-job.

Eight instruments have been developed to answer the evaluation questions and address concerns.

10. PRODUCTS:

The project will provide a model for program development and implementation of career/vocational education and training for handicapped students, immediate and continuous supervision by university personnel of public and special purpose school personnel in their endeavors to meet program objectives, and Beason, Elaine (ed.), Directions Toward Career/ Vocational Education. Papers presented at Annual Conference in Special Education, November, 1979, Fort Hays State University, Hays, Kansas.

11. DESCRIPTORS:

Secondary Level Special Education
Career Education
Vocational Education
Special Needs Students
Job Analysis
Community Skills Analysis

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
7	Resource Teachers		36 credit hrs.	7 (H.S.)	11	2,3,4,6,9	*1,3	11	3
	Consulting Teachers								
5	Special Class Teachers		36 credit hrs.	5 (H.S.)	11	2,3,4,6,9	*1,3	11	3
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*home, community, community employment sources

Kansas

ABSTRACT

1. PROJECT NUMBER: 451 AH 90527

2. TITLE: Program Assistance Grant: State Education Agency Plan for Participation in the Program for the Preparation of Professional Personnel in the Education of Handicapped Children through Special Study Institutes and Summer Traineeships.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007801752

5. CONTACT PERSON: Gerald M. Carder
Kansas State Department of Education
Special Education Administration
120 East Tenth Street
Topeka, Kansas 66612
(913) 296-3866

6. DESCRIPTION: This component intends to train personnel working primarily in the area of mental retardation including Secondary Vocational Programming in the Kansas Plan approach. This approach utilizes the technique of establishing relationships between and among the totality of the parts of a program of service as a means of bringing about change.

7. MAJOR OBJECTIVES:

   a. To provide opportunities for learners, from age zero through adult living.
   b. To develop and use continuous learning techniques and experiences as a result of functioning within a process systems frame of reference.

8. DISSEMINATION:

   Dissemination will be to the participants of the inservice training activity and then to the LEA's they are representing. The outcomes of the inservice training are a sort of a continuous process of learning and therefore no specific products will be available.

9. EVALUATION:

   The institute activities are a part of rather than being separate from the total program of action related to the evolving program of change. Therefore, evaluation provides for individual differences at both the service (learning) level as well as at other levels of decision-making responsibility. Another factor is that process (as used in the Kansas Plan approach) is based on thinking behavior and interdependent relationships (including all levels of responsibility) resulting from the thinking processes. Aso included in the totality of the situation are the resulting effects of the attained levels of thinking processes and the resulting regional and district practice.

As a result of the above factors, the current level of practiced evaluation, results from relating two separate but necessary components. These components are as follows: (a) The overall program evaluation which is related to change resulting from a combination of approaches. This combination of action includes but is not isolated from the realm of institute activity. (b) The isolation of selected segments or parts of the total approach change to identify the results of each. The approach, then, permits evolvement from the more traditional approaches to change toward a long range or visionary goal. In order for the evolvement to result in new types of evaluation, the visionary goal must be such that it requires the use of thinking behavior in decision-making.

10. PRODUCTS:

The "product" will be a continuing development of activity in the class setting. No specific product will be developed.

11. DESCRIPTORS:

Personnel Preparation
Mentally Handicapped
Vocational Programming

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
4	Administrators/ Supervisors	X	200	5	1,3,5, 10,11	1,6,7	6	1,2	
	Paraprofessionals								
3	Resource Teachers	X	200	1,2,3, 4,5	1,3,5, 10,11	1,6,7	6	1,2	
	Consulting Teachers								
62	Special Class Teachers	X	200	1,2,3, 4,5	1,3,5, 10,11	1,6,7	6	1,2	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
4	Psychologists	X	200	5	1,3,5, 10,11	1,6,7	6	1,2	
2	Counselors	X	200	5	1,3,5 10,11	1,6,7	6	1,2	
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Note: Settings vary depending on the individual sessions. The activities are regional or statewide in nature and may be housed in LEA's, SEA, or alternate facility.
Target population is primarily as indicated. There is also encouragement to involve personnel in other disability areas.

ABSTRACT

1. PROJECT NUMBER: 451 CH 91178

2. TITLE: Regular Education Inservice - Comprehensive Vocational Education for All Handicapped Persons: Training Educators to Design, Develop, and Deliver Inservice Education.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901388

5. CONTACT PERSON:
Dr. Thomas M. Skrtic
Project Director
Haworth Hall
Department of Special Education
University of Kansas
Lawrence, Kansas 66045
(913) 864-4954

Kathleen Bolland
Project Coordinator
Continuing Education, Bldg., Annex C
University of Kansas
Lawrence, Kansas 66045
(913) 864-3381

6. DESCRIPTION: TEDDDIE is divided into three operational phases: Planning, Implementation, and Outreach. Upon completion of the Planning Phase midway through the first year, three teams of vocational and special education teachers were trained in curriculum development, i.e. to assess the staff development needs in their home districts, and to coordinate and evaluate ongoing district-level staff development programs (Implementation Phase). Currently, these teams are delivering the inservce programs they developed. Next, the three LEA teams will replicate the training they received by conducting that training with other teams from three to five LEAs in each of their regional areas (Outreach). The original LEA teams were trained at the Salina (Kansas) Area Educational Resource Center and University of Kansas. Training sessions were followed by on-site technical assistance to the teams from Project staff members. Regional LEA teams will receive initial training in the home district of the original LEA team located in that region. Subsequent follow-up training will be conducted in each regional LEA. All LEA teams will: (a) conduct a needs assessment among their career/vocational and special education peers; (b) interpret the results and specify their local district needs; (c) write objectives for staff development activities and validate these objectives with their peers; (d) design staff development packages; and, (e) deliver and evaluate these staff development packages.

7. MAJOR OBJECTIVES:

   a. To train teams of vocational and special education teachers in a curriculum development model to design and deliver staff development programs to meet the specific needs of their districts in the area of career/vocational education for the handicapped.
   b. To enable, through interagency cooperation, teams of vocational and special education teachers to train their peers from other districts to design, develop, and deliver district-specific staff development programs through the replication of the Curriculum Development Model.
   c. To provide peer-directed, district-specific, staff development programs for vocational and special education teachers which will enable them to meet the career/vocational needs of handicapped students.

8. DISSEMINATION:

Dissemination will occur at the state, regional, and national levels. At the state level, a total of 1598 team members, teachers, principals, and SEA and IHE personnel will receive training. Regionally, all project materials and packages will be available for examination and use in the states of Kansas, Nebraska, Iowa and Missouri (Region 7). A national dissemination conference is also scheduled at the completion of the Project's Outreach Phase. Additionally, such agencies as the American Institutes for Research in Behavioral Sciences/Vocational Education Curriculum Specialists (AIR/VECS) in Palo Alto, California have requested TEDDDIE products. The Project will respond to any and all requests of this nature.

9. EVALUATION:

With respect to formative evaluation, the three years of ongoing focus are: (a) the curriculum development process, (b) the training sessions, and (c) the development of training packages. Summatively, the project will be evaluated according to the relative impact of: (1) the curriculum development process, (2) the peer training process, and (3) the training content on the knowledge, attitudes, skills, and behavior of: (a) LEA teams, (b) teachers, (c) principals, and (d) SEA and the IHE participants.

10. PRODUCTS:

Project TEDDDIE will result in packaged staff development programs in the area of career/vocational education for handicapped learners which are based on specific district needs and strengths. In addition, the original training program in curriculum development will be packaged and disseminated.

11. DESCRIPTORS:

Curriculum Development
Peer Training
Career/Vocational Education
Need-based Inservice Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
*24	Administrators/ Supervisors		24	4,5	1-9, 11	1,3,6, 7,8,10	1	1,3,4, 6,8,9,10	3,4
	Paraprofessionals								
*252	Resource Teachers		24	4,5	1-9, 11	1,3,6, 7,8,10	2	1,3,4,6, 8,9,10	3,4
	Consulting Teachers								
	Special Class Teachers								
*1260	Regular Education Teachers (Vocational)		24	4,5	1-9, 11	1,3,6, 7,8,10	1	1,3,4, 6,8,9,10	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
18	Combinations or Teams of Above (18 teams of 3 vocationa and special education teachers)	X	100	4,5	9,10	1,2,3,4, 5,6,7,8	1,3,5	1,3,4, 6,8,9,10	3,4

* These figures are estimates as all the trainees have not yet been selected

Note: Topics to be chosen through needs assessment; #2, #4, #7, and #11 have already been chosen
Each team chooses an instructional technique based on the needs assessment; workshops, presentations by team members, and self-study materials have been used so far.

ABSTRACT

1. PROJECT NUMBER: 451 AH 90201
2. TITLE: Program Assistance Grant: Preparation of Personnel in the Education of the Handicapped.
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007801466
5. CONTACT PERSON: Dr. Anne O. Netick
   Department of Special Education
   201 Oppenheimer Hall
   University of Louisville
   Louisville, Kentucky 40208
   (502) 588-6421
6. DESCRIPTION: Training relative to prevocational skill development and curriculum modification to reflect the career education concept is provided primarily to pre- and inservice special education teachers via components of three courses (EDSP 205, 341 and 673) and one graduate level course devoted solely to the topic of secondary and career education for exceptional students (EDSP 697). Activities in such courses range from those designed to enable teachers to develop student attributes, attitudes and behaviors conducive to employability but independent of specific vocational skills to those designed to enable teachers to modify instructional materials and approaches to incorporate the vocational interests of their students in relation to the acquisition of basic academic skills. The duration of such activities ranges from one two-week module in some courses to an entire four and one-half month semester in EDSP 697. The model for providing such training essentially involves information being provided by departmental staff followed by the development of products by course participants.
7. MAJOR OBJECTIVES:
   a. To train special education teachers to modify materials and methodology for working with exceptional learners in such a way as to capitalize upon their vocational interests in relation to the acquisition of basic academic skills.
   b. To provide special education teachers with information and instructional skills conducive to the employment of career awareness and exploration activities with exceptional students, grades K-12.
   c. To enhance the probability of the establishment of cooperative working relationships between special educators and their colleagues in vocational education.
   d. To provide special education teachers with the information necessary to initiate, implement and operate work study programs.

8. DISSEMINATION:

Dissemination activities, in addition to the actual conduct of the courses, include presentations at state, regional and national conventions and articles for possible publication in related professional journals.

9. EVALUATION:

Evaluation efforts center upon the measurement of cognitive objectives via written examinations and of performance objectives by examination of products developed by course participants.

10. PRODUCTS:

None

11. DESCRIPTORS:

Personnel Preparation
Handicapped
Career/Vocational Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
3	Administrators/ Supervisors		40	5	7,8,11	2,7,8	3	11	
	Paraprofessionals								
50	Resource Teachers		50	2,3,4	7,8,11	2,7,8	3	11	
	Consulting Teachers								
100	Special Class Teachers		50	2,3,4	7,8,11	2,7,8	3	11	
20	Regular Education Teachers		40	2,3,4	7,8,11	2,7,8	3		
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 CH 90039

2. TITLE: Comprehensive Vocational Education for all Handicapped Persons: Career/Vocational Education Personnel Preparation Program for Teachers of the Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901352

5. CONTACT PERSON: Dr. Kendall N. Starkweather
Department of Industrial Education
University of Maryland
College Park, Maryland 20742
(301) 454-4264

Dr. David B. Malouf
Department of Special Education
Same Address
(301) 454-2118

6. DESCRIPTION: This project is a federally supported personnel training program at The University of Maryland--College Park. It is a collaborative effort involving the Departments of Special Education and Industrial Education. The project includes on-campus master's degree programs in both departments, and an off-campus nondegree training program entitled Project L.E.A.P. (Learning Experiences and Application Programs). The on-campus and off-campus programs share the same philosophy and goals.

7. MAJOR OBJECTIVES:

   a. To provide students with relevant training within their own disciplines.
   b. To provide students with introductory experiences in other disciplines.
   c. To provide students useful skills from other disciplines.
   d. To provide students with shared experiences with students in other disciplines.
   e. To provide students with the competencies and attitudes needed for effective multidisciplinary provision of career/vocational education for the handicapped.

8. DISSEMINATION:

High quality career/vocational preparation for the handicapped can best be achieved by means of multidisciplinary collaboration between special education, industrial arts, vocational education, vocational rehabilitation and other related areas. The thrust of such collaboration should be to allow the handicapped to gain the greatest possible benefits from regular training programs and personnel. Such collaboration often does not occur spontaneously, and personnel preparation programs should include efforts to facilitate its occurrence.

9. EVALUATION:

The Discrepancy Evaluation Model will be used to evaluate project components. This Model evaluates inputs, processes and outputs of programs by identifying concerns and questions and by listing sources of information necessary to generate needed information.

10. PRODUCTS:

Our project offers master's degree training for students in special education, vocational education, and industrial arts. In accordance with our training model, we offer fall semester courses in special education and in industrial arts/vocational education to introduce the students to areas with which they may not be familiar, and develop skills in these areas. During the spring semester, we offer a Joint Seminar and a Joint Practicum which are shared by students in all of the participating disciplines. Project L.E.A.P. is intended to develop a model inservice training program consistent with the training goals of the project. Inservice training will be provided off campus to special educators, vocational educators, industrial arts educators, regular classroom teachers, administrators, counselors, and other personnel in Maryland. A principle outcome will be the development and evaluation of training modules which can be used in similar training efforts. These modules will be made available for use within the state and elsewhere.

11. DESCRIPTORS:

On-Campus Degree Programs
Off-Campus Degree Programs
Inservice Training

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
10	Special Class Teachers		162 ea.	2,3, 4,5	1,2,3, 4,5,6, 7,8,9, 10,11	2,3,5,6, 7,8,9	1,3	1,3,4,6, 8,9,10,11	3,4
20	Regular Education Teachers		162 ea.	3,4	1,2,3, 4,5,6, 7,8,9, 10,11	2,3,5,6, 7,8,9	1,3	1,3,4,6, 8,9,10,11	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 CH 90180

2. TITLE: Program Assistance Grant: Master's Program in Vocational Education/Special Education.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901356

5. CONTACT PERSON: Dr. Geraldine Markel
Program in Special Education
Speech and Hearing Sciences
School of Education
The University of Michigan
Ann Arbor, Michigan 48109
(313) 763-2374

Dr. Ella Bowen
Program in Occupational Education
Same Address
(313) 764-8423

6. DESCRIPTION: The program combines the faculty and resources from both Special Education and Vocational Education. The 30 hour master's sequence is designed for those currently in, or desiring to assume, a teaching or leadership position in career and vocational education for the handicapped. Individuals with experience in either area apply for admission in their respective fields. Following a sequence of education, cognate, and field based courses trainees develop advanced skills in their own area and develop a 10 hour concentration in the alternate area. A summer institute provides a seminar and field experience involving handicapped individuals and vocational or career education services. Competency statements and mastery tasks are in preparation for each of twelve areas. Ongoing input is provided by an Advisory Committee composed of community leaders, public school personnel, parents, disabled individuals and state level representatives of Special Education, Vocational Education and Vocational Rehabilitation Service.

7. MAJOR OBJECTIVES:

   a. To train twenty educational personnel with previous experience in vocational education and/or special education who will be committed to increasing the vocational and career options of handicapped children.
   b. To design and pilot test a set of twelve competencies and related mastery statements.
   c. To ascertain the effectiveness of the training program and its impact on the field.

8. DISSEMINATION:

Dissemination will be comprised of these types of activities: presentations at state and national meetings of professional organizations in vocational education and special education (e.g., C.E.C.), published articles describing the program and related competencies, description of the program at a series of nine regional inservice workshops entitled "Vocational Education for Persons with Special Needs (VEPSN)," which are sponsored by The University of Michigan through a grant from the Department of Education, (1,500 participants), and media coverage within the Southeastern Michigan Area.

9. EVALUATION:

Evaluation includes analysis of information collected from: pre-post attitude surveys, student evaluations of each core course, measures of mastery in each competency area, follow-up of graduates, and follow-up of survey of employers.

10. PRODUCTS:

A Competency Based MA program in Vocational/Special Education - Completion Date: May, 1982.

11. DESCRIPTORS:

Vocational/Special Education
Master's Training
Competency Based

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
3	Resource Teachers	X							
2	Consulting Teachers	X	30 hour M.A.	4,5	1-12*	1,2,3,5, 6,7,8*,9	1,2,3, 5,6*	11	1,2,5*
5	Special Class Teachers	X							
10	Regular Education Teachers (Vocational)	X							
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Inservice Presentations.

*Competencies being developed for 2 and 5 (also for Sexism in Vocational/Special Education)

6*Teacher's Own Class

8*Audio/Video Tape Feedback.

12*Current Issues

Minnesota

ABSTRACT

1. PROJECT NUMBER: 451 AH 90304

2. TITLE: Developmental/Life-Span Program for Educators of the Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801735

5. CONTACT PERSON: Norman Buktenica
Education Department
Moorhead State University
Moorhead, Minnesota 56560
(218) 236-2148

6. DESCRIPTION: This project is preparing special education teachers to work with handicapped children and youth in several categories, in the Red River Valley of Minnesota and North Dakota including vocational and career preparation. At the preservice level the project is infusing career development into existing special education courses. In addition, the project is developing courses to help special and vocational teachers meet the vocational education needs of handicapped students. The courses being developed include assessment, training strategies, modifying curricula, developing jobs and placing students, as well as an introductory course. The project will be infusing career competencies for elementary level teachers of "mainstream" classes, and infusion into both preservice and inservice courses for regular vocational teachers working with handicapped students. The project will provide a model of cooperation among the teacher preparation programs in special, vocational, and academic education. The project will develop materials and video-tapes for inservice and off campus teacher development.

7. MAJOR OBJECTIVES:

   a. To provide special education teachers with competencies to meet the career education needs of their students.
   b. To provide vocational education teachers with competencies to meet the special needs of their students.
   c. To provide regular academic teachers with competencies to meet the special career education needs of their students.
   d. To increase the number of teachers who are licensed and/or certified in both special education and vocational education to meet the special vocational needs of handicapped students including those with severe handicaps.

8. DISSEMINATION:

Project activities and information on materials are disseminated through a regional newsletter. Inservice workshop activities and school-site consultations provide additional opportunities for information exchange. State and national professional meetings and submissions to journals and ERIC will offer wider opportunities for dissemination.

9. EVALUATION:

Pre-post formal and informal measures of attitudes, knowledge and skills are used to evaluate the effectiveness of workshops and courses. The newsletter includes an invitation and forms for reader response.

10. PRODUCTS:

The project will develop course syllabi and materials, including handouts and video tape presentations.

11. DESCRIPTORS:

Course Descriptions
Inservice Teacher Education
Preservice Teacher Education
Special Education Teachers
Vocational Education Teachers

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
5	Administrators/ Supervisors		30	3,4,5	1,2,4, 5,9,11	1,10	1,3	11	3
3	Paraprofessionals		12	4	11	1,10	3	11	3
10	Resource Teachers		30	3,4	4,5, 7,11	1,10	1,3	11	3
1	Consulting Teachers		30	2	4,5,7, 11	1,10	3	11	3
13	Special Class Teachers		30	2,3,4	1,4,5,6, 7,8,11	1,10	1,3	11	3
11	Regular Education Teachers (Vocational)		30	4	1,2,4, 5,7,8	1,10	1,3	11	3
	Clinicians/Therapists								
	Volunteers								
30	Parents		1	4	1,4	1	1	11	3
	Physical Educators								
1	Psychologists		30	5	1,4, 5,8,11	1,10	3	11	3
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Mississippi

ABSTRACT

1. PROJECT NUMBER: 451 AH 00376

2. TITLE: Program Assistance Grant: Training of Educators of Handicapped Children with Emphases on Developing Programs and Improving Educator's Skills.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007901237

5. CONTACT PERSON: Dr. Lou Anderson
State Department of Education
Division of Instruction
Special Education Section
P. O. Box 771
Jackson, Mississippi 39205
(601) 354-6950

6. DESCRIPTION: This project has as its intent to train regular education administrators and special education program developers to develop career and vocational education programs. Its goals are to produce a community-based model for career and vocational education programs, provide options for vocational education to handicapped students, and present resources available for planning and implementing career and vocational education programs for the handicapped. There will be four 2-day workshops based on a planning model developed by the Southeast Regional Resource Center.

7. MAJOR OBJECTIVES:

   a. To train administrators to provide leadership in developing career and vocational education programs.

8. DISSEMINATION:

   This project will have state-wide dissemination. The four workshops are planned for the four geographic areas of the state. Dissemination activities include replication of the model in LEA's, materials for district personnel unable to attend, and inservice opportunities for other interested persons through visits to model projects.

9. EVALUATION:

Evaluation will be based on the number of participants and roles represented, meeting learning objectives, and follow-up questionnaires to participants to ascertain the impact of the district program planning.

10. PRODUCTS:

Staff is in the process of constructing measurement instruments to measure major objectives.

11. DESCRIPTORS:

Workshops
Building-Based
Career Education
Vocational Education
Special Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors		12	3,4	11	1	11		
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
100	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 AH 00227

2. TITLE: Career Education Personnel Preparation (CEPP).

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801718

5. CONTACT PERSON:
Dr. Donn Brolin, Project Director
16 Hill Hall
University of Missouri
Columbia, Missouri 65211
(314) 882-6523

Dr. Jodi Johnson, Project Coordinator
Same Address
(314) 882-2876

6. DESCRIPTION: The purpose of the CEPP project is to conduct an inservice/staff development training program for SEA, LEA, and university personnel in order that career education may be implemented in the State of Missuri for students with all types of handicapped classifications (K-12). The project is designed to inservice and prepare persons (special education and classroom teachers, counselors, and leadership personnel) in order that they may effectively coordinate, develop, and implement a career education program for these students. The training concept is based on an earlier OSE project directed by Dr. Brolin (PRICE). An 8-step model of implementation is followed. Local school districts expressing an interest in CEPP concepts are met with. If they wish further information and training, a 1/2 day workshop for administrators is held. If the district is interested in the training concept an optional meeting with teachers is held to explain the training. The training is held for teachers with a two-fold purpose: (a) to train a cadre of teachers to train the rest of the district teachers in the career education concept, (b) to instruct participants in those concepts related to career education and the teaching of handicapped students. At the completion of training the cadre then conducts training workshops in their districts. Educational assistance is always available from CEPP staff, related to career education as well as inservice training. The training occurs in the districts throughout the state and currently is being offered for graduate credit hours through the University of Missouri Continuing Education Program. Teacher tuition has been partly subsidized by a separate grant from the State Department of Elementary and Secondary Education of Missouri.

7. MAJOR OBJECTIVES:

   a. To provide a statewide leadership development training program relative to the support, development, and implementation of career education programs for handicapped students.
   b. To provide statewide staff development training to train inservice trainers for school systems desiring to develop and implement career education programs (K-12) for handicapped students.
   c. To provide a statewide training program for counseling and guidance personnel to develop the competencies necessary to program and serve handicapped students more adequately and within a career education context.

8. DISSEMINATION:

Dissemination is local, state, and nationwide. A newsletter is sent to those who participate in training, or those who request their name to be placed on the mailing list. Articles in state and national newletters and publications as well as workshop and presentations by staff members have been used to spread the word about CEPP.

9. EVALUATION:

A formative-summative evaluation approach is utilized based on the training objective using the Discrepancy Evaluation Model. This is completed by all training participants.

10. PRODUCTS:

Bibliographics related to career education for the handicapped, newsletter, resource materials compilation are a few of the material products. Teachers and administrators who develop and implement a working career education program for students with handicapped as well as local district personnel with the capabilities of inservicing other district personnel are the ultimate products of the CEPP project.

11. DESCRIPTORS:

Career Education
Inservice Teacher Education
Inservice Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
83 175	Combinations or Teams of Above	X	30 hrs each or 7,740 Total	2,3 4,5	1,2,3,4, 5,7,8, 10,11	1,2,6,9	1	11	

ABSTRACT

1. PROJECT NUMBER: 451 AH 00328

2. TITLE: Preparing Teachers and Leadership Personnel in the Education of Handicapped Children at the Master's and Doctoral Levels.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801066

5. CONTACT PERSON: Dr. Carl T. Cameron
Assistant Professor
Department of Special Education
Department of Practical Arts and
Vocational Technical Education
609 Maryland
Columbia, Missouri 65211
(314) 882-2713

6. DESCRIPTION: This Master's level program is designed to prepare personnel with both resource and instructional expertise in secondary/vocational programming for the handicapped. As such, the target population served by the program's graduates is the secondary-age, mildly handicapped student functioning primarily in regular education settings. By definition, the population is multicategorical in nature. To some degree, it is anticipated that graduate level students entering the Vocational Special Education (VSE) program will come from the existing pool of vocational or vocationally-related programs operating within the State. Personnel hired for vocational and technical teaching positions are typically employed for their strong technical knowledge and experience. Currently, educational personnel providing vocational services to handicapped students do not necessarily possess certification in even one area of special education. By recruiting from this population, it is expected that students completing the Master's level program will gain Vocational Special Needs Certification. In this way, program graduates will ultimately provide services to a much greater range of handicapped students through their consultant role with regular education school personnel.

7. MAJOR OBJECTIVES:

   a. To maintain and perfect the competency-based model for teacher education at the University of Missouri-Columbia.
   b. To continue the investment of resources for the improvement and expansion of the Department's Master's program in Vocational Special Education.
   c. To expand the practicum facilities available to this program.

d. To develop and implement a model for appropriate vocational special education teacher certifcation at the state level.

8. DISSEMINATION:

This project intends to provide personnel preparation at the graduate level for individuals who reside in Missouri as well as other areas of the country. Currently, 12 students are enrolled in full training, with an additional 100 persons being trained through supporting activities.

9. EVALUATION:

Evaluation of this project will be conducted through assessing five sets of variables:

a. Resource Variables--quality of faculty, faculty-student ratio, facilities, support services, and administrative support.
b. Consumer Variables--current needs assessment, future needs assessment, perception of program, and perception of graduates.
c. Program Variables--skills and competencies of students, relevance of curriculum content, quality of instruction, practicum facilities, and inservice.
d. Graduate Variables--roles of graduates, performance of graduates, number of graduates, and geographic location of graduates.
e. Program Impact Variables--number of pupils served by graduates, and departmental impact upon unviersity, local, state, and national programs.

10. PRODUCTS:

This project provides graduate level training for vocational and special education personnel. A competency training plan is available.

11. DESCRIPTORS:

Graduate Programs
Vocational Education
Special Education
Preservice
Competency-based

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
15	Resource Teachers	X	800-1000	4	all	all	1,3	11	none
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Nebraska

ABSTRACT

1. PROJECT NUMBER: 451 AH 90462

2. TITLE: Program Assistance Grant: SEA Inservice-Nebraska Cooperative Manpower Training Program.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G007801676

5. CONTACT PERSON: Barbara Schliesser
Department of Special Education
Nebraska State Department of Education
P. O. Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 471-2295

6. DESCRIPTION: The primary purpose of this project is to meet the inservice needs of educators in Nebraska.

7. MAJOR OBJECTIVES:

   a. To continue the development, implementation, management, and evaluation of inservice prorams at the state and local levels for all populations of educators who provide services to handicapped students.
   b. To continue the delivery of inservice training in the form of Special Study Institutes and Conferences for educators and others who work with handicapped students in the areas of special vocational needs and/or career education.
   c. To establish and maintain Nebraska's comprehensive system of personnel development.
   d. To assist institutions of higher education and local educational agencies in identifying appropriate state personnel and inservice needs.

8. DISSEMINATION:

   The inservice training and technical assistance will be conducted state-wide and will benefit approximately 600 individuals.

9. EVALUATION:

   Not available

10. PRODUCTS:

   Not available

11. DESCRIPTORS:

Handicapped
Inservice Training
Cooperative Manpower Training

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
NA	Combinations or Teams of Above								

Nevada

ABSTRACT

1. PROJECT NUMBER: 451 AH 00512
2. TITLE: Inservice Model for Career and Vocational Education for the Handicapped.
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007801566
5. CONTACT PERSON: Dr. Allen A. Mori, Associate Professor
Project Director
Department of Special Education
University of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, Nevada 89154
(702) 739-3439
6. DESCRIPTION: This project intends to train elementary special education teachers (resource room) to infuse career education concepts into the instructional content of the resource room. Teachers are trained in four one-day sessions at their individual schools (release time provided by substitutes), four group (all teachers) evening meetings, and a one-week intensive summer institute employing recognized national level consultants. Thus the model is buidling-based and provided largely during schools hours.
7. MAJOR OBJECTIVES:
    a. To identify and train in the competencies necessary for establishing appropriate programming in career education for the handicapped.
    b. To establish administrative support (building principals) for program development and implementation.
    c. To develop an awareness in school counselors of the career needs of the handicapped.
    d. To promote the importance of career and vocational education for the handicapped.
8. DISSEMINATION:

    Information will be disseminated at the local school district level, the State of Nevada through the SEA, the nationally through publications and presentations made by the project director.

9. EVALUATION:

    Evaluation includes measurement of knowledge objectives of participating teachers and measures of consumer satisfaction of the training by teachers and others who attend the summer institute.

10. PRODUCTS:

In the first year of the project, a monograph was edited by the project director and disseminated nationally.

11. DESCRIPTORS:

Building-Based
Career Educational Classroom Inservice
Consultation
Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
10	Administrators/ Supervisors		45	2*	3, 10,11	1,2	3	1,3,4	1,4
	Paraprofessionals								
20	Resource Teachers		85	2	4,8,11	1,2,5,6,8	1,3	1,3,4	1,4
2	Consulting Teachers		45	2	11	1,2	1,3	1,3,4	1,4
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
2	Psychologists		45	2	8,11	1,2	3	1,3,4	1,4
5	Counselors		60	2	9,11	1,2	1,3	1,3,4	1,4
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*In the first year all participants were senior high school, last year they were junior high level.

Nevada

ABSTRACT

1. PROJECT NUMBER: 451 AH 60714

2. TITLE: Career Education: An Inservice Model for Developing Career Education for Handicapped in Rural Area Schools.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801560

5. CONTACT PERSON: T. R. Tower, Ph.D., Director
Division of Curriculum and Instruction
University of Nevada-Reno
214 College of Education
Reno, Nevada 89557
(702) 784-4915

6. DESCRIPTION: The project will develop a vocational special education job placement program in three rural county school systems and one county school system for moderate to severely handicapped students. The project will train an inservice team representing administration, special, and vocational education. The project begins with classroom training and practica for the inservice team during the school's academic year. The inservice team surveys the community for available jobs for the handicapped, does skill analysis, and develops an implementation plan. Parents are included in the planning and the follow-up analysis. There will be summer sessions of training on the University campus with each inservice team member working towards a graduate degree.

7. MAJOR OBJECTIVES:

   a. To establish a career education placement program for the handicapped within each school district.
   b. To train an inservice team to develop the program and provide information to the rest of the LEA staff.
   c. To develop a needs assessment for each LEA.
   d. To complete graduate degrees for each of the participants in the project which will meet the stated needs of the State as contained in the Nevada State Department of Education projected needs document.

8. DISSEMINATION:

   The project intends the following levels of dissemination: across each LEA County District involved in the project, to the State Department of Education, to all IHE training institutions within the State, to the United States Department of Education, and nationally, through presentations at national meetings and publications.

9. EVALUATION:

Evaluation will include: an independent third party evaluation of the total project, a count of the completed degrees by participants, developed and implemented career education programs, the number of handicapped individuals placed in work situations during the project, the number of jobs available and the types of skills required by the jobs, and a pre-post attitude survey of LEA staff (Kent State Attitude Survey).

10. PRODUCTS:

The project will provide models for the development of career education placement programs for handicapped in rural area schools.

11. DESCRIPTORS:

Consultation
County-based
Degree Programs
Assessments
Rural Areas

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	*disabilities	specific conditions
4	Administrators/ Supervisors		90				3	all	
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
4	Special Class Teachers		90				3	all	
4	Regular Education Teachers (Vocational)		90				3	all	
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
**145	Combinations or Teams of Above								

*Totals 350
**Trained indirectly

New Jersey

ABSTRACT

1. PROJECT NUMBER: 451 CH 00109

2. TITLE: Career Education for the Handicapped: A Training Model for Special Education and Industrial Arts/Vocational Teachers.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G008000877

5. CONTACT PERSON: Dave Barnhart
Career Education for the Handicapped
Kean College of New Jersey
Union, New Jersey 07083
(201) 527-2317

6. DESCRIPTION: The project intends to provide joint training of special education and industrial arts/vocational education teachers. Training will be conducted at both preservice and inservice levels. The preservice collateral has been completed and has 25 students enrolled. The inservice program is currently being developed. The goal of developing a Master of Arts degree option in Career Education for the Handicapped is targeted for May, 1982.

7. MAJOR OBJECTIVES:

   a. Industrial arts/vocational education teachers will develop the competencies necessary to provide a program of career education for handicapped children in New Jersey elementary and secondary schools.
   b. Special education teachers will develop the competencies necessary to provide a program of career education for handicapped children in New Jersey elementary and secondary schools.

8. DISSEMINATION:

   Dissemination of program materials will be provided through regular college channels. Additional materials will be distributed through mailings to LEA's, County Vocational-Technical Schools and private workshops for the handicapped.

9. EVALUATION:

   Evaluation will consist of mastery of stated competencies by preservice and inservice participants. A follow-up of employees will be conducted.

10. PRODUCTS:

The project will provide a model training program for training teachers in special education and industrial arts/vocational education.

11. DESCRIPTORS:

Preservice
Inservice
Career Education
Special/Vocational Instructors

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
35	Special Class Teachers		220	2,3,4	11	1,2,8	3	11	
35	Regular Education Teachers (Vocational)		220	3,4	11,1	1,2,8	3	11	
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

New Jersey

ABSTRACT

1. PROJECT NUMBER: 451 CH 004248

2. TITLE: Vocational Programming for Special-Needs Students.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G008000794

5. CONTACT PERSON: Dr. Gerald Ognibene
Special Educational Services Department
Glassboro State College
Glassboro, New Jersey 08028
(609) 445-7092

6. DESCRIPTION: This professional personnel development program focuses on a local, state, and national priority--preparation of special education and vocational education personnel to provide vocational and career preparation for special needs students. The program aims primarily at secondary educational personnel, and secondarily at community agency/rehabilitation personnel. The project offers seven (7) specialized courses (21 s.h.) leading to an M.A. degree in Industrial Education with certification options in special education, supervision, vocational education, cooperative occupational education, or cooperative industrial education. At the undergraduate level, the offerings include a dual major between the special education and industrial education departments.

7. MAJOR OBJECTIVES:

   a. To provide a relevant professional Master's Degree program in the Vocational Programming of Special Needs Students, in sequence to the dual certification (Voc.Ed/Sp.Ed.) offerings at the undergraduate level.
   b. To provide training for personnel involved in the vocational preparation of special needs students. (For these people who arrive with diverse backgrounds, experiences, and needs, the program provides three types of training: (1) leading to an M.A., (2) leading to certification, and (3) leading to improved job performance).

8. DISSEMINATION:

The project attempts to reach education and rehabilitation personnel throughout Central and Southern New Jersey. Dissemination activities include courses and workshops taught on and off-campus, a directory of Southern New Jersey Training Facilities for Special-Needs Students, an annual "Employment of the Handicapped" Conference, an Externship program, and a Summer Vocational Clinic.

9. EVALUATION:

Evaluation is performed through surveys of participants upon completion of coursework.

10. PRODUCTS:

The project participants will receive an M.A. degree in Industrial Education (with possible certifications or endorsements in special education, vocational education, cooperative industrial education, cooperative occupational education, or supervision). The program is currently in the process of developing a Vocational Evaluation program at the graduate level. Two specific courses plus an Externship program are currently available in Vocational Evaluation. Program and course descriptions are available upon request, as well as the New Jersey Guide to Vocational Preparation and Rehabilitation Agencies for Individuals with Special Needs.

11. DESCRIPTORS:

Secondary
Vocational Education/Special Education
Career Education
Vocational Evaluation

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
10	Special Class Teachers (for one year)	X	540	3,4	1-11	2,6,7,8,9	3	11	--
35	Regular Education Teachers (vocational) (for one year)	X	540	3,4	1-11	2,6,7,8,9	3	11	--
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

New Mexico

ABSTRACT

1. PROJECT NUMBER: 451 AH 00550

2. TITLE: Program Assistance Grant: Department of Special Education of the University of New Mexico.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900837

5. CONTACT PERSON: Dr. Richard L. McDowell
Department of Special Education
College of Education
University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-5018

6. DESCRIPTION: This project intends to develop a teacher training model at the Master's Degree level in the area of Vocational Education for the Handicapped. The initial activities of the project revolve around the establishment of an advisory board, assisting a selected school district in conducting a needs assessment of its community, identification of and site visits to existing programs and offering introductory coursework at the university. Later activities will include the identification of teacher competencies, inservice training, materials development, training program development, and evaluation procedures.

7. MAJOR OBJECTIVES:

   a. To develop a list of desired teacher competencies.
   b. To develop activities leading to the achievement of teacher competencies.
   c. To develop a procedural handbook for use in preservice and inservice training.
   d. To develop videotape(s) for use in preservice and/or inservice training.
   e. To develop simulation materials.
   f. To develop printed materials for use in training.
   g. To establish a teacher training program in vocational education at the Master's level.

8. DISSEMINATION:

   Products of the project will be disseminated through presentations and publications as well as information shared with the appropriate identified centers (e.g., clearinghouse, and others). The Advisory Board represents various communities in the state of New Mexico and will help to disseminate the information to their geographic area.

9. EVALUATION:

Evaluation is based on the accomplishment of stated objectives.

10. PRODUCTS:

The project will provide a procedural handbook (preservice/inservice training), videotape(s) and simulations for training, and degree program in Vocational Education for the Handicapped.

11. DESCRIPTORS:

Needs Assessment
Program Development
Materials Development

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
12	Special Class Teachers		576	3,4	1,2,3, 4,5,7, 8,9,11	2,7	3	1,3,4	3,4
2	Regular Education Teachers (Vocational)		96	4	1,2,3, 4,5,7, 8,9,11	2,7	3	1,3,4	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

New York

ABSTRACT

1. PROJECT NUMBER: 451 AH 00134

2. TITLE: Field-Based In-Service Training of Regular High School Staff: Responding to the Vocational and Career Needs of Urban Youth.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901257

5. CONTACT PERSON: Leo Goldman
Graduate School, CUNY
33 West 42 Street
New York, New York 10036
(212) 221-1475

6. DESCRIPTION: This project seeks to increase the involvement of special education high school students in career and vocational development by providing inservice education for "gatekeepers" (e.g., administrator, special education coordinator, and vocational chairperson) and, through a multiplier effect, to additional regular and special education teachers. In each of five urban high schools the project staff will provide workshops and consultation visits to the "work orientation team" consisting of 5 to 6 leadership personnel (the gatekeepers). Each team in turn will provide training for 50 to 60 faculty members regarding facts and feelings about handicapped students, regarding programs and procedures for optimal career development of those students.

7. MAJOR OBJECTIVES:

   a. To expand access of handicapped students to career and vocational development opportunities in high schools.
   b. To develop a cadre of work orientation consultants (the team) from among influential members of each school's teaching and administrative staff, who will be able to continue the infusion of vocationally-oriented activities for special education students throughout the school.
   c. To provide a model field-based training program that is cost effective and capable of maintaining itself after the project ends.

8. DISSEMINATION:

The first level of dissemination activities will occur in the five collaborating high schools through general faculty meetings, newsletters, bulletin boards, and other methods. The second level will be in the Borough of Queens, through the Queens High School Division and the Borough Coordinator of Special Education. Among the 23 high schools in the borough are approximately 2,000 special education students in 161 classes. Conferences and written reports will be used for dissemination at this level. The third level will be the entire New York City public school system, which includes 100 high schools. Beyond those levels, an effort will be made to disseminate the project at conventions and through journals and other publications.

9. EVALUATION:

Formative evaluation will include information regarding the quantity and quality of project activities such as demonstrations, consultations, career infusion and others.

Summative evaluation will be accomplished by comparison of pre-project and post-project data regarding pertinent knowledge on the part of school personnel, school policy and practice, and activities pertaining to career development of handicapped students.

10. PRODUCTS:

Appropriate reports will be written that describe the project's concepts and methods in ways that would be useful to educators and others interested in the career development of handicapped students.

11. DESCRIPTORS:

High School
Career Development
Field-Based

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
30	Combinations or Teams of Above	XX	60	4	1-4 8-11	1,2,5,6	1	1,3,4,6	1,2,4

North Carolina

ABSTRACT

1. PROJECT NUMBER: 451 CH 00516

2. TITLE: Basic Grant: Inservice Training for Vocational Teachers to Work With Handicapped Students.

3. SPONSORING AGENCY: LEA

4. GRANT NUMBER: G008000397

5. CONTACT PERSON: Nan Coleman, Coordinator
Special/Vocational Education
Charlotte-Mecklenburg Schools
P. O. Box 30035
Charlotte, North Carolina 28230
(704) 379-7125

6. DESCRIPTION: The project is designed to give vocational teachers the fundamental skills required to modify vocational programs to meet the special needs of handicapped students. Upon completion of the course and follow-up sessions, participants will be able to design an instructional component for their vocational programs which will enable them to successfully individualize vocational instruction for handicapped students mainstreamed into regular programs.

7. MAJOR OBJECTIVES:

   a. To help all participants develop an awareness of federal and state legislation pertaining to the education of handicapped students.
   b. To help all participants become aware of the needs and characteristics of specific handicapping conditions.
   c. To help all participants develop the knowledge and skills required to modify vocational programs and materials in order to make them more appropriate both for handicapped learners, and in relation to local employment expectations.

8. DISSEMINATION:

   Dissemination Activities for this project will be twofold:

   a. Continue internal (within the school system) sharing of information necessary for project implementation.
   b. Develop and refine an external dissemination approach which can be used in subsequent years to share the results of the project with other interested groups.

9. EVALUATION:

   Not available

10. PRODUCTS:

    Each participant will develop instructional materials for his/her vocational program that are designed to meet the needs of handicapped learners.

11. DESCRIPTORS:

    Personnel Preparation
    Handicapped
    Inservice Personnel Preparation

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers		125	4	1,4,8, 9,11	1,2	4	1,2,3,4	4
	Regular Education Teachers (Vocational)		125	3,4	1,2,3,4, 5,8,9	1,2,6,9	4	1,2,3,4	4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

North Dakota

ABSTRACT

1. PROJECT NUMBER: 451 CH 01152

2. TITLE: Vocational Education Inservice.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G008000573

5. CONTACT PERSON: Shelby Niebergall, Grant Director
Coordinator of Special Education
Department of Public Instruction
State Capitol
Bismarck, North Dakota 58505
(701) 224-2260

Clide Cassity, Vocational Education
Inservice Project Director
Same address
(701) 224-3123

6. DESCRIPTION: The project is designed to provide comprehensive inservice training to vocational and special educators in four remote, rural areas in North Dakota. This will be done by conducting a full one-day workshop and a full day of school visitations by two nationally known consultants with expertise in both areas and a team of individuals from within the state. The training will be conducted in April of 1981, to enhance vocational education opportunities for the handicapped in rural North Dakota.

7. MAJOR OBJECTIVES:

   a. To identify existing vocational programming.
   b. To identify existing special education programming.
   c. To determine the utilization of existing services.
   d. To identify the unmet needs.
   e. To develop a plan to utilize existing personnel to meet the needs of the handicapped.

8. DISSEMINATION:

   The workshops will be held in four locations and each will have about 25-30 participants.

9. EVALUATION:

   The evaluation will be a written plan for the provision of vocational education to handicapped individuals in each of the areas. The plan should identify the number of students to be served and the methods by which they will be served.

10. PRODUCTS:

Model plans to provide vocational education in rural areas will be produced for each of the areas.

11. DESCRIPTORS:

Identification
Utilization
Planning
Vocational Education
Special Education
Inservice

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
10	Administrators/ Supervisors		10	4	11,4,5, 6,7,8,9	1,2,7,8	1	11	3
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
20	Special Class Teachers		10	4	4,5,6, 7,8,9,11	1,2,7,8	1	11	3
80	Regular Education Teachers (Vocational)		10	4	4,5,6, 7,8,9,11	1,2,7,8	1	11	3
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Ohio

ABSTRACT

1. PROJECT NUMBER: 451 CH 00070

2. TITLE: Regular Education Inservice (Comprehensive Vocational Education for All Handicapped Persons): Inservice Support for Transition from Education to Work.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G008000942

5. CONTACT PERSON: Lorella A. McKinney
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655, ext. 302

6. DESCRIPTION: This project is designed to prepare local school/community personnel for providing collaborative team support for handicapped individuals enrolled in secondary and postsecondary vocational education programs. School/community personnel include teachers and related school personnel in special and vocational education, rehabilitation services personnel, parents, guardians, or spouses, employers, union representatives, and other community-based supportive services personnel as appropriate. The inservice preparation of support personnel emphasizes supporting students in their transition from vocational education to work. Inservice activities are presented in a practicum format. Unique features of the project include comprehensive involvement of local key resource persons, actual involvement of the handicapped students in the inservice experiences, follow-through support of handicapped students eighteen or more months into employment, large and small group work sessions and individual work planning teams planned and established cooperatively by support personnel and the handicapped students, ongoing evaluation of procedures and products, and dissemination/utilization of plans, products, and information.

7. MAJOR OBJECTIVES:

   a. To provide individualized comprehensive supportive services for secondary and postsecondary handicapped students enrolled in vocational education programs.
   b. To develop the needed awareness, knowledge, understanding, and performance skills of the collaborative team members to deliver comprehensive supportive services for secondary/postsecondary handicapped students in their transition from vocational education to work.

c. To develop the awareness, knowledge, understanding, and performance skills of team members and handicapped students regarding employer needs and expectations.
d. To develop draft inservice transportable model/materials for replication and field testing.
e. To refine model/materials, and disseminate and utilize model/materials.

8. DISSEMINATION:

Major dissemination thrusts for the duration of the project include: (a) a national personnel development seminar for teams of state directors of vocational education, special education, and rehabilitation services from selected states focusing on the application of draft model/materials for field testing, (b) a national symposium of representatives of existing dissemination networks with the purpose of developing a dissemination network plan specific to the needs of this project's products, (c) a national conference (jointly with the National Leadership Training Institute) regarding inservice of supportive services personnel to enhance the transition of handicapped students from vocational education to work, and (d) continuing dissemination of information, brochures, and draft materials through publishing and presentations at national, regional, and state conferences/conventions. Dissemination/utilization of tested materials can be augmented on a continuing basis after the end of the project via the National Center Academy on a cost-recovery basis.

9. EVALUATION:

The ongoing evaluation of this project consists of the following types of activities. Evaluation includes collection of data for refining products, assessing performance, and determining change in attitude and knowledge.

o	Pre/post-tests	- to measure change in attitude toward and knowledge of employer needs - to measure change in attitude and increase in knowledge about handicapped persons and work
o	Ratings	- provided by employers of handicapped person's skills in meeting employer needs - provided by handicapped participants and support personnel to determine effectiveness of practicum support experiences and proficiency of support service ability
o	Observations	- performed by all collaborative team participants and project staff
o	Logs	- maintained by support and handicapped participants as well as project staff concerning reactions, problems, and recommendations relative to total delivery of programs

10. PRODUCTS:

An inservice training package (field tested) will be available in June, 1983. Draft inservice packages for field test purposes will be available in June, 1981 and June, 1982.

11. DESCRIPTORS:

Regular Education Teachers (vocational)
Administrators/Supervisors
Counselors
Handicapped Persons (secondary/postsecondary)
Parents/Guardians/Spouses
Rehabilitation Services Personnel
Special Class Teachers
Volunteers (employers, union representatives)
Clinicians/Therapists
Psychologists
School-community Resource Persons

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
8	Administrators/ Supervisors		8	4,*5	1,2,3,4, 5,9,10,11	1,6,7,8,9	1,3,6	11	3,4
	Paraprofessionals								
10	Resource Teachers (Special Education)		15	4,*5	1,2,3, 6,8,9	1,2,6,7,8,9	1,3,6	11	3,4
	Consulting Teachers								
	Special Class Teachers								
15	Regular Education Teachers (Vocational)		50	4,*5	1,2,3,4, 5,7,8,9 10,11	1,2,6, 7,8,9	1,3,6	11	3,4
15	Clinicians/Therapists		20	4,*5	1,2,3,4, 5,8	1,2,6, 7,8,9	1,3,6	11	3,4
50	Volunteers (Employers, unions, community agencies)		30		1,2,3,4, 5,6,8,9, 10,11,12	1,2,6, 7,8,9	1,3,6	11	3,4
20	Parents/Spouses/ Guardians		15		1,2,3,4, 5,6,7,8, 9,11	1,2,6, 7,8,9	1,3,6	11	3,4
	Physical Educators								
3	Psychologists		15	4,*5	1,2,3,4,5 6,8,9,11	1,2,6, 7,8,9	1,3,6	11	3,4
9	Counselors		20	4,*5	1,2,3,4,5 6,8,9,11	1,2,6, 7,8,9	1,3,6	11	3,4
	Music or Fine Arts Teachers								
2	School Boards		8	4,*5	1,2,3,4,5 9,10,11	1,6,7,8	1,3,6	11	3,4

Combinations or Teams of Above								
20 Rehabilitation Services		50		1,2,3,4, 5,7,8,9 10,11	1,2,6,7,8,9	1,3,6	11	3,4
20 Handicapped Students		40	4,*5	1,2,3,4,5, 7,8,9,10, 11	1,2,6,7,8,9	1,3,6	11	3,4

*postsecondary
Note #8 - (6) Employers

Ohio

ABSTRACT

1. PROJECT NUMBER: 451 CH 00172

2. TITLE: Project SAVE (Special And Vocational Education).

3. SPONSORING AGENCY: Kent State University

4. GRANT NUMBER: G008001399

5. CONTACT PERSON: Jacques H. Robinson
401 R. White Hall
Kent State University
Kent, Ohio 44242
(216) 672-2477

6. DESCRIPTION: Project Save (Special And Vocational Education) which is presently in its third year of OSE funding has the following goals: First Priority: to develop and deliver inservice training to educators serving secondary school-aged, high incidence handicapped youth (EMR, LD, Mild BD) in programs based upon the Least Restrictive Environment (LRE) concept. The primary target populations are:
   a. Teachers in Vocational Education (VOED) programs wherein there are (present and/or planned) provisions to mainstream high incidence handicapped youth.
   b. Secondary Education (SEED) (Jr. and/or Sr. High) teachers of common branch subjects, or courses with a career or occupational thrust, and who serve (primarily or exclusively) VOED students enrolled in programs that serve Mainstreamed High Incidence Handicapped (MHIH) youth.
   c. Special Education and Special Needs (VOED) personnel need inservice training on how to function in a support role to the VOED teachers offering direct instruction to the handicapped and how to function as a member of an interdisciplinary team.
   d. VOED Administrative and Supervisory (VOED A&S) personnel need ongoing inservice training, consultation, and assistance in dealing with the problems of relating to SPED A&S personnel in designing adequate service delivery systems for MHIH youth as well as determining inservice needs (their own and others). This includes LEA central administrative staff who are ultimately responsible for the entire educational program.
   e. SPED Administrative and Supervisory (SPED A&S) personnel also need consultation and assistance in designing their mainstreaming programs, particularly in interfacing with VOED programs.
   f. LEA pupil personnel staff, concerned with child find, identification diagnosis, and Individual Educational Plan (IEP) preparation, particularly school psychologists and guidance counselors, need consultation and assistance in the design of procedures to mainstream handicapped youth into VOED programs.

Second priority: To develop and deliver interdisciplinary, competency based preservice training to the target populations cited above.

Kent State's Project SAVE inservice training model is organized around the use of the curricular and instructional resources to teach Ohio's "mainstream" vocational educators to go through the following steps in developing a differentiated instructional program:

a. Adopt and adapt (or develop, if need be) the appropriate occupational analysis to the teacher's training program.
b. Identify appropriate job titles from the Dictionary of Occupational Titles and check these out on the local job market.
c. Map the task and duty structure from the occupational analysis on to the job titles in order to develop an occupational competency domain and job title competency criteria.
d. Assess the relative difficulty of the jobs and interface these with the training program by determining whether the competencies associated with each set of job title criteria is most effectively and efficiently developed in:
    (1) the two-year mainstream vocational education program
    (2) a cooperative placement on the job
    (3) a sheltered program for the handicapped
e. For each set of job title competency criteria, and for the occupational domain structure as a whole, develop training process and exit assessment procedures (using ratings and job sample procedures).
f. Develop training program entry criteria that can be used to:
    (1) insure appropriate selection
    (2) direct and focus pre-vocational and/or work adjustment training efforts
g. Using the occupational analysis and other resources, develop entry, progress, and exist criteria in related areas while stressing:
    (1) safety rules
    (2) vocabulary
    (3) academic competencies and specific examples of the application of such academics
h. Validate the above using the program advisory committee (and other teachers of the same occupation).

The Inservice Training Program also supplies:

a. Background material on the law, the handicapped and their needs, which is designed to make teachers more understanding of, and comfortable with, the handicapped.
b. Assistance in dealing with the emotional reactions to handicapping conditions and the legal mandates.

Work is also being conducted on the development of inservice training programs for:

a. special education teachers and supervisors
b. teachers of academic subjects working with VOED students
c. public school system central office administrators
d. guidance counselors and school psychologists

Project SAVE is an operational aspect of the COED (Comprehensive Occupational Educational Development) program which was developed by Kent State University personnel at the first National Workshop on Vocational Education for Special Needs Students at the University of Illinois in January, 1976.

7. MAJOR OBJECTIVES:

   1. To review and synthesize the relevant staff training, competency, and role function literature, and conduct competency percept studies in order to define inservice and preservice training needs.
   2. To develop, try out, and revise inservice materials.
   3. To conduct inservice workshops and seminars.
   4. To develop an interdisciplinary preservice program master plan in undergradaute and graduate levels.
   5. To offer undergraduate and graduate interdisciplinary degree programs.

8. DISSEMINATION:

Papers/Presentations:

Robinson, J. H. Mainstreaming the Handicapped into Vocational Education, Presentation to the faculty, Lorain County Joint Vocational School, January, 1980.

Robinson, J. H. and Boggess, B. Overview to Project SAVE and Mainstreaming the Handicapped. Presentation to Special Education supervisors and school-work coordinators. Northern Ohio Special Education Regional Resource Center, Oberlin, Ohio, November, 1979.

Robinson, J. H., Nichols, C., Boggess, B. and Robinson, D. Pre-session Workshop on Vocational Education for the Handicapped, November 29-30, 1979, Convention of the American Vocational Association, Anaheim, California (Sponsored by the National Academy for Vocational Education).

Robinson, J. H. and Nichols, C. W. "Project SAVE: Kent State's Response to the Mainstreaming Challenge." Presentation to the Annual MEOSERRC Administrators' Conference, August, 1979.

Robinson, J. H. and Reiboldt, E. "Let's Get It Together: Mainstreaming Ohio's Handicapped Into Vocational Education." Presentation to the Annual MEOSERRC Administrators' Conference, August, 1979.

Robinson, J. H. and Nichols, C. W. "Mainstreaming Ohio's Handicapped: The Challenge to Vocational Education." Paper presented to the Ohio Vocational Education Directors and Supervisors' Annual Workshop, Columbus, Ohio, June, 1979.

Robinson, J. H., Reiboldt, E. and Merchant, A. "A Model for Mainstreaming into Ohio's Vocational Education Programs." Presentation to Ohio Vocational Director's Association, Region 4, May, 1979.

Robinson, J. H., Albright, L., and Adams, B. K. "The EPDA Competency Study: Identification of Professional Competencies Necessary for (Vocational) Teachers of Disadvantaged and Handicapped Youth: A Reanalysis." Paper presented to the 2nd National Conference on Career Education for Exceptional Individuals, St. Louis, Mo., February, 1979.

Robinson, J. H., Albright, L., Yoho, D., and Adams, B. K. "Research Report: Comparative Studies of the Percepts of Special Educational and Vocational Education Personnel About the Importance of Teachers Competencies Related to Career Exploration and Preparation." Paper presented to the 2nd National Conference on Career Education for Exceptional Individuals, St. Louis, Mo., February, 1979.

Robinson, J. H. and Nichols, Charles. "The COED Program: A Profile." Paper presented to the National Conference on Career Education for Exceptional Individuals, St. Louis, Mo., February, 1979.

Robinson, J. H. "Profile, Project SAVE." Presentation to the Board of Directors, IRC East, October, 1978.

Roboinson, J. H. "The Mainstreamed Handicapped Student: What to Do?" North Ridgeville (Ohio) Public Schools, January, 1978.

Robinson, J. H. (with Furpas, O. P. and Uhl, J.). "The Role of the Industrial Arts Instructor on the Mainstreaming Team." Annual regional meeting of the Northeastern Ohio Industrial Arts Association, Parma, Ohio, October, 1977.

Robinson, J. H., Nichols, C. W., Adams, B. K. and Shama, D. D. The Importance of Teacher Competencies to "Mainstream" Vocational Educators and Special and Special Needs Educators Serving the Handicapped. Paper presented to annual meeting, Eastern Educational Research Association, Norfolk, March, 1980.

Magnello, M. E., Robinson, J. H., and Shama, D. D. Factor Structure of Occupational Interests and Perceived Occupational Aptitude for Psychology and Special Education Majors. Paper presented to the Eastern Educational Research Association, Norfolk, March, 1980.

Robinson, J. H. and Nichols, C. W. Project SAVE: A Response to the Mainstreaming Challenge to Vocational Education. Career Development for Exceptional Individuals (In press).

Scheduled Presentations:

Robinson, J. H. and Nichols, C. W. Teacher Inservice for Mainstreaming Into Vocational Education. To be presented to the Association of Teacher Educators, Dallas, February, 1981.

Robinson, J. H., Lukose, S., Adams, B. K. and Loya, N. A Facotr Analytic Study of the Attitudes of Vocational and Special Educators Toward Mainstreaming of the Handicapped. To be presented to the American Educational Research Association, Los Angeles, April, 1981.

9. EVALUATION:

The evaluation plan involves the use of:

a. The Discrepancy Evaluation Model, and
b. External consultants.

10. PRODUCTS:

a. LEA Program Inventory Survey: Vocational programming for the handicapped. This survey is designed to assist LEA administrative and supervisory personnel in the conduct of an evaluation and needs assessment of programs, policies, and procedures for meeting the vocational education of handicapped students. This inventory is based upon, and designed for use with, Vocational Education of Handicapped Students: A Guide for Policy Development, by Sharon Davis and Michael Ward. The Guide is published by and available from:

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

A revised version of the survey will be distributed through ERIC.

b. Project SAVE Resource Materials:

This compendium of resources was prepared for, and distributed at, an American Vocational Association Pre-session entitled "Serving the Handicapped," sponsored by the National Center for Vocatonal Education, Anaheim, California, November, 1979. Further distribution is not intended.

c. Project SAVE Sampler: Vols. I and II.

These readings are being prepared for distribution by the Mideastern Ohio Special Education Regional Resource Center (Akron, Ohio) to the LEAs served by MEOSERRC. Further distribution is not attended.

d. A Taxonomy of Competencies in Vocational and Special Education.

A collection of well over 1500 teacher competencies (Voed/Sped) is being organized from the literature into a taxonomic structure organized around role functions and a goal generality/specificity dimension which is designed to permit the identification of gaps and overlaps in the competency structure and relate these to the University's program and course structure.

11. DESCRIPTORS:

Vocational Education
Mainstreaming
Inservice Education
High Incidence Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
800 4 40	Administrators/ Supervisors		1-4 30+ 8	4,5 4,5 4,5	1 12* 12*	1,2	1	1,3,4	
	Paraprofessionals								
6	Resource Teachers		full year	4,5	1,2,3, 4,5,6, 8,11	1,2,7,8,9	3	1,3,4	
12	Consulting Teacher Educators (VoEd)		16	5	1,2,3,4, 5,6,8,11	1,2	3	1,3,4	
12	Special Class Teachers		30+	4	1,2,3,4, 5,6,8,11	1,2	1,3	1,3,4	
129	Regular Education Teachers		30+	4	1,2,3, 4	1,2	1,3	1,3,4	
17	(vocational)		30+	3	5,6,8, 11	1,2	3		
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Development and Administration/Supervision of Voed Programs for the Handicapped.

Oklahoma

ABSTRACT

1. PROJECT NUMBER: 451 AH 00580

2. TITLE: Program Assistance Grant.

3. SPONSORING AGENCY: SEA

4. GRANT NUMBER: G067901249

5. CONTACT PERSON: Keith Haley
Special Education Section
Oklahoma State Department of Education
Oliver Hodge Building, Room 263
2500 North Lincoln
Oklahoma City, Oklahoma 73105
(405) 521-3351

6. DESCRIPTION: This project provides short-term institutes to increase the number, quality, and skills of vocational educators to improve services to meet the needs of secondary handicapped students. Institutes are coordinated by the Special Education Section of the State Department of Education and provided through Central State University and East Central University Vo-Tech Departments. In order to train educators to work with physically handicapped students in vocational education settings, special training institutes (two five day programs include a three day summer workshop followed by a one day on-site technical assistance training by a consultant and a one day follow-up session) are provided. Replication with new participants will occur during the second and third years of the cycle. Fifty-two educators will be trained to implement appropriate classroom management techniques and to adapt equipment to meet career educational needs. Vocational educators will also be trained to adapt career education curriculum for EMH and LD students. Summer training institutes (seven, five day courses which include 2 days of field expereince) are provided. These are competency based programs for continuous professional development of original participants. One hundred and eighty-two teachers will be trained to adapt career education into IEP's for handicapped students.

7. MAJOR OBJECTIVES:

   a. To train vocational teachers to plan, equip, and implement new programs and adapt existing programs and physical facilities for the training of secondary level physically handicapped students.
   b. To train vocational teachers to develop alternative programming for integrating handicapped adolescents into the mainstream of vocational and technical education, and to design and implement techniques for successful mainstreaming.

8. DISSEMINATION:

Dissemination of project activities and outcomes occurs through the inclusion of VI-D end-of-year performance reports in the annual statewide summary document of CSPD personnel preparation activity. Efforts will be made to tie in with state dissemination projects through NIE and OSE.

9. EVALUATION:

Evaluation of the project includes evaluation planning, implementation and content evaluation, self assessment report, on-site technical assistance, and feedback.

10. PRODUCTS:

This project will provide a model for replication training for all Vo-Tech instructional staff.

11. DESCRIPTORS:

Secondary Handicapped
Career Curriculum Adaptation
Special Training Institutes
Follow-up Technical Assistance
Vocational Educators

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
52 182	Regular Education Teachers (Vocational)		40 40	4	1,2,3,4,5,6,7,9,11	1,2	*other	1,3,6	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*IHE

ABSTRACT

1. PROJECT NUMBER: 451 AH 90049
2. TITLE: Pre-Vocational Skill Development for Teachers of TMR & SPI Students.
3. SPONSORING AGENCY: LEA
4. GRANT NUMBER: G007801511
5. CONTACT PERSON: Ms. Dagny Fidler
   Rm. 201, Stevens Administrative Center
   13th & Spring Garden Streets
   Philadelphia, Pennsylvania 19123
   (215) 351-7187
6. DESCRIPTION: The project is designed to train professional personnel to integrate early pre-vocational programs into the regular curricular areas for trainable and severely mentally retarded students. Each year new personnel are being trained beginning with a two-week workshop and followed by regular visits to classrooms by the project coordinator throughout the following school year. Primary focus is on classroom teachers.
7. MAJOR OBJECTIVES:
   a. To train teachers in assessment techniques, task analysis, life-plan philosophy for elementary and middle school aged severely and trainable mentally retarded students.
   b. To train teachers to implement pre-vocational components in their programs to the extent that 75% of the participating teachers will implement one or more vocational activities.
8. DISSEMINATION:

   The products of this project will be made available to all school district personnel and outside agencies upon request. Teachers in the project will be able to act as resources to other teachers following completion of the year as active participants. A presentation was made at the 1980 CEC Convention in Philadelphia.
9. EVALUATION:

   During the 2 week workshop, tests were given following each topic discussed. 80% of the participants had to reach 85% mastery on each topic. To evaluate the implementation of programs, a checklist of activities to be carried out by the classroom teachers is completed through classroom observation and teacher documentation.

10. PRODUCTS:

The project has developed a pre-vocational assessment for use in elementary and middle school classrooms. It is designed to assist the teacher in making decisions on priority activities. Also being developed is a card file of age-appropriate activities designed to develop skills necessary for functioning in a workshop setting.

11. DESCRIPTORS:

Assessment
Vocational/Career Education
Building-based
Teacher Training
Pre-vocational

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	*topics	instructional techniques	settings	disabilities	specific conditions
5 yr.	Administrators/ Supervisors		5	2,3	2,11 12	1	4	2	
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
20 yr.	Special Class Teachers		76	2,3	2,4,7, 8,11,12	2,3,7	1,4	2	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
20 yr.	Parents		8	2,3	4,11,12	1	4	2	
	Physical Educators								
	Psychologists								
8/yr.	Counselors		50	2,3	4,7,8, 11,12	1,3	4	2	
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

12 - "Life-Plan" Philosophy

Tennessee

ABSTRACT

1. PROJECT NUMBER: 451 AH 00315

2. TITLE: Program Assistance Grant: Handicapped Personnel Preparation.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801899

5. CONTACT PERSON: Dr. Sid Levy
Project Director of Vocational/Career Education Component
Vanderbilt University
George Peabody College for Teachers
Box 328
Nashville, Tennessee 37203
(615) 327-8290

6. DESCRIPTION: The purpose of this competency based training program in Vocational/Career Education, is to prepare personnel for roles as: teachers of handicapped individuals who require vocational training, consultants and resource specialists to aid special and regular educators and other personnel in designing and implementing vocational programs for handicapped people, and administrators of vocational education programs for handicapped persons. Students entering the program receive both didactic instruction and practicum experiences in a variety of field settings. Instruction is provided in assessment, planning, intervention, vocational management, and evaluation. In addition philosophical and theoretical knowledge about the world of work and the integration of handicapped people into it is provided. Instruction and supervision for the 30 semester hour Master's Degree program is provided by faculty and advanced doctoral students with vocational education expertise.

7. MAJOR OBJECTIVES:

    a. To develop courses specifically designed for students specializing in vocational/career education.
    b. To recruit and train students in vocational/career education for the handicapped.
    c. To identify those competencies necessary for training other persons directly responsible for vocational training and adjustment of the handicapped (indirect competencies).
    d. To coordinate the training program with the local public schools and private facilities involved in vocational/career education to enhance reciprocal development.

8. DISSEMINATION:

Information about this project will be disseminated at the local, state, and national levels. Dissemination will also result from the employment of graduates in field positions, presentations at regional and national meetings, and publications.

9. EVALUATION:

This Master Teachers Training Program is evaluated through student performance in both coursework and their field activities. Follow-up data is obtained on graduates in the field.

10. PRODUCTS:

This project prepares teachers, consultants, and administrators in vocational/career education for the handicapped. The development of a model for effectively accomplishing that goal as well as the trained students are the products.

11. DESCRIPTORS:

Personnel Preparation
Preservice
Vocational/Career Education
Special Education
Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
3	Special Class Teachers	X	30	3,4	1,2,3, 4,5,6, 7,8,9, 10,11	2,6,7,9	1,3	11	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Tennessee

ABSTRACT

1. PROJECT NUMBER: 451 CH 90546

2. TITLE: Inservice for Delivering Comprehensive Vocational and Career Education Services.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901228

5. CONTACT PERSON: Dr. Don E. McNelly
Vocational-Technical Education Department
128 Henson Hall
University of Tennessee
Knoxville, Tennessee 37916
(615) 974-2574

6. DESCRIPTION: The project is designed to acquaint school psychologists, counselors, and special education teachers with vocational education and employment opportunities available to handicapped students. Project participants are exposed to 15 vocational program areas during an intensive summer workshop. They learn about the nature of tasks performed in the different areas. Special attention is given to handicapped student placement considerations and desirable program entry-level skills. In the academic year, participants visit businesses and industries to determine desirable entry-level employment for handicapped vocational students.

7. MAJOR OBJECTIVES:

   a. To increase participants' understanding of vocational program entry-level skills and desired exit or mastery skills.
   b. To expand participants' vocational counseling competencies.
   c. To develop in participants the ability to identify entry-level employment opportunities for handicapped vocational students.
   d. To develop in participants the ability to identify entry-level employment skills needed by handicapped vocational students.
   e. To develop in participants the ability to assist in the cooperative work placement of handicapped vocational students.
   f. To have participants compile a local employment outlook handbook for their respective school systems to use in counseling handicapped students.
   g. To have participants develop a planning model for their local school system to use in vocationally educating handicapped students in the least restrictive environment.

8. DISSEMINATION:

A final report will be submitted to the appropriate ERIC Clearinghouse, The Office of Special Education, and Tennessee's Commissioner of Education. A manuscript will be submitted for publication in a refereed journal.

9. EVALUATION:

Project activities are evaluated by participants, project staff, and an external evaluator. Formative and summative evaluations are conducted. Specially developed instruments are used to measure pre-/post-test shifts in participants' (a) self-perceived competence to counsel handicapped students about vocational education, and (b) attitudes toward vocational education of handicapped students.

10. PRODUCTS:

Products of this project will be: (a) placement of handicapped students in cooperative work situations, (b) local employment outlook handbooks for participating school systems to use in counseling handicapped students about entry-level employment opportunities, skill requirements, and related vocational education opportunities, and (c) local planning models for providing handicapped students with appropriate vocational education.

11. DESCRIPTORS:

Inservice
Comprehensive Vocational Education
Career Education
Special Education Personnel
Counselors
Psychologists
Vocational Counseling

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
9	Special Class Teachers		98	4	3,4,5,8 9,10,11	1,2, 4,6,7,8,9	1,6*	11	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
8	Psychologists		98	3,4	3,4,5,8, 9,10,11	1,2,4, 6,7,8,9	1,6*	11	
8	Counselors		98	4	3,4,5,8, 9,10,11	1,2,3, 6,7,8,9	1,6*	11	
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Summer retreat

Texas

ABSTRACT

1. PROJECT NUMBER: 451 AH 90506

2. TITLE: Vocational/Career Education: Preservice and Inservice.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801889

5. CONTACT PERSON: Donald L. Clark
Office of the Dean
College of Education
Texas A&M University
College Station, Texas 77843
(713) 845-5311

David H. Gill
Vocational Education Program
Same address
(713) 845-2444

6. DESCRIPTION: This project represents a cooperative effort of Prairie View A&M University, Sam Houston State University, and Texas A&M University to implement plans for the infusion of information on teaching handicapped students into existing vocational teacher education courses. This infusion process involves working with teacher educators from nine departments within the three institutions. The project assists the teachers by providing instructional materials, a resource center, guest lecturers, and teacher orientation sessions.

7. MAJOR OBJECTIVES:

   a. To establish exemplary infusion programs designed to provide the knowledge and skills necessary to teach handicapped students in regular vocational programs.
   b. To provide assistance to teacher educators in the form of information, methods, and strategies for teaching prospective teachers the basic skills necessary to meet the mainstreaming challenge.
   c. To continue to obtain and review new material.
   d. To evaluate the effectiveness of the infusion process.
   e. To continue to develop methods and techniques for removing artificial barriers between vocational teachers and special education teachers.
   f. To continue to offer an off-campus graduate course for vocational personnel and special needs personnel.

8. DISSEMINATION:

Information, materials, and procedures from this project will be disseminated in the following ways:

a. Through two one-day statewide vocational special needs workshops administered by Texas A&M University.
b. Through a two-day state vocational special needs conference administered by Texas A&M University.
c. Through the graduates of the preservice and inservice programs at the cooperating institutions.
d. Through presentations by project personnel at the Texas Education Agency sponsored conferences on professional development.
e. Through presentations by project personnel at national conventions.
f. Through the exchange of materials with other teacher education institutions throughout the nation.

9. EVALUATION:

Evaluation includes assessment of knowledge specific to instruction of mainstreamed students held by persons in vocational teacher education programs. Pertinent knowledge gained through infusion activities determined will be through pre- and post-test cognitive measures.

10. PRODUCTS:

Methods and strategies for infusing information on handicapped students into regular vocational teacher education courses will be provided through the project.

11. DESCRIPTORS:

Infusion
Teacher Education
Preservice

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
NA	Administrators/ Supervisors		48	4	1-11	2,6	3	11	
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
NA	Special Class Teachers	X	48	4	1-11	2,6	3	11	
NA	Regular Education Teachers	X	12 or 48	4	1-11	2,6	3	11	
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 AH 00612

2. TITLE: Doctoral Program: Hearing Impaired (Educational Audiology Resource).

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900861

5. CONTACT PERSON: Dr. Frederick S. Berg
UMC 10
Department of Communicative Disorders
Utah State University
Logan, Utah 84322
(801) 750-1378

6. DESCRIPTION: This project is designed to develop an exemplary doctoral emphasis in educational audiology within an Ed.D. program in Curriculum Development and Supervision. Leaders in this new professional specialty are needed in universities, state and federal agencies, school districts, and clinical settings as professors, administrators, supervisors, researchers, and developers of programs that serve hard-of-hearing children. This three-year project--Educational Audiolgoy Resource (EAR)--will produce doctoral-level educational audiologists, develop curriculum and instructional products, and stimulate university training programs, state and local school agencies, and parent groups to support specific programming for hard-of-hearing children. During 1979-81 the curriculum is being developed and evaluated by Delphi and Fault Tree techniques. Instructional prototypes are being developed for each course, and field-tested with an initial group of doctoral students enrolled in the Ed.D. program emphasizing educational audiology. During 1981-82 the curricular and instructional prototype will be evaluated and recycled as necessary, additional doctoral students admitted, and a model doctoral personnel training program developed. By the termination of the three-year funding for Project Educational Audiology Resource (EAR), the curricular, instructional, and personnel training subcomponents fo the project will have made a significant national impact upon the education of the many hard-of-hearing children in our nation.

7. MAJOR OBJECTIVES:

   a. To develop an exemplary doctoral emphasis in educational audiology at Utah State University.
   b. To stimulate university training programs, state and local school agencies, and parent groups throughout the country to develop programming directed to meeting the educational needs of hard-of-hearing children.

8. DISSEMINATION:

A wide variety of communication media are being used to disseminate information, materials, and procedures on Project EAR to interested professionals and to the public. The main target populations are: (a) university training personnel in communicative disorders, (b) officers and relevant committee members of the American Speech-Language-Hearing Association (ASHA) and the Alexander Graham Bell Association for the Deaf (AGBD), (c) administrators and specialists who have responsibility for serving hard-of-hearing children in the schools, (d) federal and state office personnel who have responsibility for handicapped children, (e) hard-of-hearing children and their parents, (f) hard-of-hearing adults, and (g) federal and state legislators. A dissemination conference for project directors of other doctoral programs in the area of the hearing impaired is planned for 1981-82. An inservice workshop fo the Utah state education office and local school district personnel is planned for 1980-81.

9. EVALUATION:

Evaluation is based upon measurement of attainment of objectives and sub-objectives in the three subcomponents of the project - (a) curriculum development, (b) instructional development, and (c) doctoral personnel training, as the impact upon developing an exemplary doctoral emphasis in educational audiology at USU, upon assessing the contributions of graduates, and upon determining the extent to which programming directed to meeting the educational needs of hard-of-hearing children is progressing from year to year.

10. PRODUCTS:

The project will provide a model for training doctoral-level educational audiologists, including curricular, instructional, and training subcomponents. The doctoral-level educational audiolgoists will be able to function in six possible roles: (a) a developer of programs and services for hard-of-hearing children, (b) an evaluator of children, programs, facilities, personnel, and resources used to serve hearing-impaired children, (c) a teacher of college-age individuals, who is an expert in teaching others how to teach, (d) an administrator of programs for hearing-imparied individuals, (e) a supervisor of those who work with the hearing impaired, and (f) a researcher who can design, implement, and effectively report new knowledge.

11. DESCRIPTORS:

Hard-of-hearing
New Specialization
Doctoral Training
Technical Assistance

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
171	Administrators/ Supervisors		620	1-5	1-10	1,2,6**	3***	9 (hard of of hearing)	3,4
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
6	Regular Education Teachers (Vocational)		36	Univ	*	6	3***	9 (hard-of-hearing)	3,4
350	Clinicians/Therapists		2070	1-5	1-10	1,2,6	3***	9 (hh)	3,4
	Volunteers								
55	Parents		18			2	3***	9 (hh)	3,4
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Curriculum development
**Convention exhibit
***Convention Center Exhibit Hall

Vermont

ABSTRACT

1. PROJECT NUMBER: 451 CH 90286

2. TITLE: Program Assistance Grant: Professional Development Program for Vocational Special Needs Personnel.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007901034

5. CONTACT PERSON: Dr. Leonard Albright
Depts. of Special Education and
Vocational Education
University of Vermont
Burlington, Vermont 05405
(802) 656-2001

6. DESCRIPTION: The VOTEC Special Needs Program has been in existence since 1970. During its 11-year history, the program has focused on providing inservice training to vocational educators who offer instruction to mildly handicapped mainstreamed students and to special educators who instruct moderately handicapped students in an occupationally-oriented secondary program for Diversified Occupations. Preservice training has also been offered to Industrial Education, Home Economics, and other undergraduates who are seeking employment in a vocational education field.

7. MAJOR OBJECTIVES:

   a. To provide coursework in vocational special needs at the undergraduate and graduate levels.
   b. To provide workshops and other short term inservice training activities to vocational educators and special educators who work with handicapped students in a vocational setting.
   c. To conduct research, curriculum development and other activities to benefit handicapped students in vocational education.

8. DISSEMINATION:

   Instructional materials from this project have been disseminated nationally through ERIC and various workshops. Additional program and project-related materials are presently being developed, and will be disseminated during the summer, 1981.

9. EVALUATION:

   Program and project evaluations have been conducted internally and by State Department of Education personnel on a yearly basis.

10. PRODUCTS:

The Vermont Guide for Teaching Adolescents, 1974; a 400 page curriculum guide focusing on vocational skills, has been produced and is available through ERIC.

11. DESCRIPTORS:

Personnel Development
Research
Public Service
Curriculum Development

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
20	Administrators/ Supervisors	X	2-30	H.S.	1,4,10, 5,8,11	1,2,3,5	3,5	11	3
5	Paraprofessionals		2-30	H.S.	2,3,4, 5,6	1,2,3	3,5	11	3
3	Resource Teachers		2-30	H.S.	11	1,2,3	1,3,5	11	3
3	Consulting Teachers	X	2-45	H.S.	11	1,2,3	1,3,5	11	3
20	Special Class Teachers	X	2-45	H.S.	11	1,2,3,8,9	1,3,5	11	3
50	Regular Education Teachers		2-45	H.S.	1,2,3,4, 5,6,7,8	1,2,3,8,9	1,3,5	11	3
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 45 CH 00175

2. TITLE: Comprehensive Vocational Education for All Handicapped Persons: A Training Based and Interagency Approach to Providing Comprehensive Vocational Special Education Services to Secondary Aged Youth.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G0080000576

5. CONTACT PERSON: Susan E. Hasazi, Ed.D.
Assistant Professor
Department of Special Education,
Social Work, and Social Services
University of Vermont
Burlington, Vermont 05401
(802) 656-2936

6. DESCRIPTION: The major goal of this project is to increase significantly the number of handicapped individuals engaged in meaningful and remunerative work upon graduating from public schools in Vermont and/or to insure that plans are made by the public schools and adult service providers to insure that individuals who are not employable upon leaving school receive further training and support which prepares them for employment. To achieve this goal, a series of inservice training opportunities including consultation, workshops and courses will be provided to special and regular educators, vocational educators, human service providers, employment and training personnel, employers, and consumers. The ultimate benefactors of the inservice training will be the elementary and secondary aged handicapped children, youth, and young adults in Vermont. The inservice training base established by the Special Education Program at the University of Vermont will be utilized to expand the training network to include vocational educators and career and vocational curricula areas. Special education teachers of mildly, moderately, and severely handicapped students will also receive additional training to insure that Individualized Education Plans (IEP's), developed for the handicapped students whom they teach, address career and vocational education and training needs. Human service providers and employment and training personnel will receive cooperative training with special educators in the development and monitoring of job placements, so that students in need of adult services following graduation or exit from high school will receive such services. But, most significantly, these services will be delivered in a systematic, coordinated, and comprehensive manner.

7. MAJOR OBJECTIVES:

a. To design, implement, and evaluate a three credit hour course for vocational educators on instructional technology related to teaching handicapped students in mainstream vocational education settings.
b. To design, implement, and evaluate a series of instructional modules on the development and implementation of individualized education programs for secondary age students which include Individualized Employment Plans.
c. To develop a learner centered, objective based curriculum on career education for handicapped learners. This curriculum will be used by special educators in formulating Annual Goals on IEP's related to career education.
d. To develop, implement, and evaluate a series of instructional modules on the development and implementation of Individual Education Programs for all handicapped learners (K-12+) which include annual goals on career education.
e. To cooperatively plan, conduct, and evaluate with the Division of Special Education and Pupil Personnel, Vocational Rehabilitation, Division for the Blind and Visually Handicapped and Comprehensive Employment and Training Office (CETO), seven regional inservice workshops. The content would include: (1) elimination of attitudinal and environmental barriers to vocational training and employment, (2) job development, (3) job analysis, and (4) job coaching.
f. To design, implement, and evaluate a series of inservice courses that teach the basic skills, knowledge, and attitudes related to job development, job analysis, and job coaching for handicapped secondary students (Courses will be offered for certification and/or graduate credit).
g. To provide consultation and technical assistance to special educators on the design and implementation of exemplary job development and training services for handicapped students.
h. To design a data collection system which will provide the information necessary to monitor progress in increasing the number of handicapped persons employed.
I. To develop a plan in cooperation with the Comprehensive Employment and Training Office (CETO), independent employers, Vermont Department of Employment Security, and the Vermont Chapter of the National Alliance of Business to disseminate information to employers regarding the value of employing handicapped persons, development of affirmative action plans, and resources available to provide on-the-job training to handicapped persons.
j. To disseminate information on project processes and outcomes both locally and nationally.
k. To monitor the impact of the proposed project by conducting a series of evaluation activities.

8. DISSEMINATION:

All of the instructional modules developed will be prepared in a form which can be disseminated upon request. Specific training in the use of the modules related to elimination of attitudinal and environmental barriers will be provided to consumer groups such as the Champlain and Vermont Association for Retarded Citizens, Vermont Coalition of the Handicapped, and HOPE.

Presentations on the processes and product developed as a result of the project will be made at the State Vocational Education Conference, the Annual Vermont Education Association Conference and the Vermont Council for Exceptional Children regional meetings. Other presentations to interested groups will be made upon request. Also, project staff will prepare and submit manuscripts based on the project's outcomes for publication in national journals and presentation at national conferences.

9. EVALUATION:

The primary evaluation mode to be used in this project will be the assessment of congruence between project objectives and project outcomes.

10. PRODUCTS:

This project will provide a model for developing and implementing statewide interagency inservice training to professionals responsible for providing vocational training and placement for handicapped youth.

11. DESCRIPTORS:

Regular Educators (Vocational)
Special Educators
Human Services Professionals
Interagency Teams
Trainer of Trainers
Vocational/Career Education
Identification and Access to Resources
Attitudes
Teaching Techniques
Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4		5	6	7	8	9	10
# of participants		as trainers	hours *trained		level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors									
	Paraprofessionals									
200	Resource Teachers	xx	15	45	2,3,4	2,3,4, 5,7,11	1,2,5, 6,7,9,8	1, regional	1,2,11	3
150	Consulting Teachers	xx	15	45	2,3,4	2,3,4, 5,7,11	1,2,5, 6,7,9,8	1, regional	1,2,11	3
50	Special Class Teachers	xx	15	45	2,3,4	2,3,4, 5,7,11	1,2,5, 6,7,9,8	1, regional	1,2,11	3
30	Regular Education Teachers (Vocational)	xx	15	45	4	2,3,4, 5,7,11	1,2,5, 6,7,9,8	1, regional	1,2,11	3
	Clinicians/Therapists									
	Volunteers									
75	Parents									
	Physical Educators									
	Psychologists									
20	Counselors	xx	15	45	2,3,4	2,3,4, 5,7,11	1,2,5, 6,7,9,8	1, regional	1,2,11	3
	Music or Fine Arts Teachers									
	School Boards									
60	Combinations or Teams of Above		45		4 adult	2,3,4, 5,7,11	1,2,5, 6,7,9,8	regional	1,2,11	3

*Some are participating in workshops only, some are also participating in courses.

ABSTRACT

1. PROJECT NUMBER: 451 AH 00068

2. TITLE: Program Assistance Grant: Consulting Teachers for Essential Early Education and Vocational Academic Education.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900924

5. CONTACT PERSON: Dr. Martha Knight, Associate Chairperson
Department of Special Education, Social Work, and Social Services
College of Education and Social Services
Waterman Building
University of Vermont
Burlington, Vermont 05401
(802) 656-2936

6. DESCRIPTION: A component of this project adds a vocational academic education concentration to the existing University of Vermont masters degree program to prepare consulting teachers. Coursework and practicum supervision specific to vocational academic special education are provided through a cooperative effort of the Special Education and Vocational Education University faculty. Graduates will be prepared to provide direct special education services to handicapped youth, conduct inservice training for parents and teachers, coordinate the development of a full service continuum of special education services for secondary aged youth, and cooperate with human service providers and employers in the development and implementation of Individual Employment Plans for eligible students.

7. MAJOR OBJECTIVES:

   a. To provide for full service special education for the approximately 5,423 handicapped youth of secondary school age.
   b. To provide for inservice consultation, courses, and workshops for Vermont's 400 vocational education, industrial arts, and home economics teachers.
   c. To provide for ongoing consultation, training and coordination services for the parents, teachers, human services providers, and employers of the approximately 2,920 handicapped youth in high schools and vocational education centers.

8. DISSEMINATION:

Dissemination activities will include presentations at state and national conferences e.g., Council for Exceptional Children, American

Vocational Association, Vermont Association of Special Education Teachers, Vermont Coalition of the Handicapped, and Vermont Vocational Association) local school board meetings, and other Vermont state colleges. The project staff will develop and present inservice training events as requested by the Vermont Advanced Systems for Special Education Training of Regular Education Personnel regional coordinators.

9. EVALUATION:

Evaluation data is collected on student performance, faculty advising and teaching, and supervisor and self-ratings of program graduates.

10. PRODUCTS:

The project will provide a model for delivering coordinated vocational academic education to handicapped secondary aged youth in area vocational schools, high schools, and alternative educational environments. In addition, the project will prepare 35 secondary special educators by May, 1982.

11. DESCRIPTORS:

Mainstreaming
Consultation
Individual Education Management
Vocational Career Education
Building-based

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
12	Consulting Teachers	X	1,620	4	1,2,3, 4,5,6, 7,8,9, 10,11	2,5,7,9	1	1,3,4	3
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 AH 90489

2. TITLE: Training Model for Secondary Special Education/ Vocational Education Teachers.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801556

5. CONTACT PERSON: Dr. Ronald R. Murphy
Department of Education
Cleveland Hall
Washington State University
Pullman, Washington 99164
(509) 335-7064

6. DESCRIPTION: The development of training programs at the preservice level for secondary special education, vocational and industrial education majors will be jointly and cooperatively designed by the respective areas within the College of Education at Washington State University.

7. MAJOR OBJECTIVES:

   a. To implement a competency-based curriculum for secondary special education majors who elect vocational education preparation.
   b. To implement a competency-based curriculum for vocational/ industrial education majors who choose special education preparation.

8. DISSEMINATION:

The project intends four levels of dissemination: competencies via announcements in newsletter upon request in writing (regional and limited national coverage), information about progress of Project "REVISE" through presentations of national conferences, i.e., AVA, CEC, etc., (national), through statewide Advisory Council (state), and publishing articles in journals (national).

9. EVALUATION:

Using (DEM) model external consultants in-house development of instruments with modification through use and feedback from students staff and Advisory Council (will provide) information about: satisfaction, accomplishment of objectives I & II; graduates; placements of graduates; and acceptance of program with permanent status.

10. PRODUCTS:

a. Competencies infused in existing courses (1977).
b. New courses developed and included as a part of (1978) the curriculum.
c. Model curriculum for preservice program (1981).
d. Graduates trained (1980).
e. Successful placement (1981).

11. DESCRIPTORS:

Special Education
Vocational Education Training Program
Preservice
Competency-Based
Jointly and Cooperatively Developed
Personnel Preparation
Secondary Level

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
NA	Resource Teachers		180	3,4	1,3,4, 8,11	2	3	11	3,4
	Consulting Teachers								
	Special Class Teachers								
NA	Regular Education Teachers (vocational) (industrial)		180	3,4	1,2,3, 4,6,11	2	3	11	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

ABSTRACT

1. PROJECT NUMBER: 451 AH 90430

2. TITLE: Program Assistance Grant: Leadership Preparation Vocational Education-Special Education.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007801673

5. CONTACT PERSON: Dr. Greg R. Weisenstein
Department of Special Education
103 Miller Hall DQ-12
University of Washington
Seattle, Washington 98195
(206) 543-1827

6. DESCRIPTION: As a component of the University of Washington's Program Assistance Grant, the Leadership Preparation Vocational Education-Special Education Project is in its third year of funding. The purpose of the project is to provide leadership training to selected, experienced vocational education personnel. A program was developed during the first year of the project and was operationalized on a pilot basis during the 1979-1980 year. Students in the program are receiving appropriate training in special education and related fields to allow them to provide leadership in secondary public schools in the preparation of handicapped pupils for employment. Classroom and practicum experiences emphasize the following: knowledge of handicapping conditions affecting learning and performance, assessment and individualized planning, methods of adapting materials and teaching techniques, classroom management, and cooperative program planning. The program leads to a Master of Education degree in special education.

7. MAJOR OBJECTIVES:

   a. To develop and refine a program which will provide leadership training in the vocational preparation of handicapped individuals.
   b. To recruit qualified, experienced vocational educators for specialized training in the Leadership Program.
   c. To provide appropriate coursework and practice to program participants that will allow them, upon completion of the program, to assume leadership roles in developing and expanding vocational education programs for handicapped individuals.
   d. To provide program evaluation through assessment of current students and follow-up of program graduates.

8. DISSEMINATION:

Dissemination activities are being directed toward both state and national levels. On the state level, efforts will focus on acquainting school personnel and prospective students with the Leadership Program and developing a favorable job market for graduates. At the national level, the model developed by the University of Washington for training vocational education-special education leadership personnel will be disseminated to other institutions of higher education. Dissemination activities at both levels will include presentations, project reports, and informational materials.

9. EVALUATION:

The evaluation section of the project will involve both process and output evaluation. Process evaluation will focus on how well project objectives are being met, e.g., program development and design. The output evaluation will consist of both external and internal evaluations of program graduates.

10. PRODUCTS:

Following training, vocational education-special education personnel will be prepared to:

a. Provide appropriate secondary public school vocational training to handicapped students.
b. Provide local leadership in the secondary school to other vocational education teachers and to special education teachers.
c. Provide technical assistance to school administrators about the laws and appropriate rules and regulations concerning vocational education of handicapped pupils (e.g., preparation of IEPs).
d. Provide technical assistance to appropriate divisions of OSSPI regarding the vocational education of handicapped students through advisory groups and task forces.

11. DESCRIPTORS:

Administrators/Supervisors
Regular Education Teachers
Vocational/Career Education

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
7	Administrators/ Supervisors	X	525	5	1-11	2,5,7,8,9	1,3,5	11	NA
	Paraprofessionals								
	Resource Teachers								
3	Consulting Teachers	X	475	4	1-11	2,5,7,8,9	1,3,5	11	NA
	Special Class Teachers								
4	Regular Education Teachers (Vocational)		475	4	1-9, 11	2,5,7,8,9	1,3,5	11	NA
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

West Virginia

ABSTRACT

1. PROJECT NUMBER: 451 AH 00008

2. TITLE: Program Assistance Grant: Career/Vocational Education for the Handicapped.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900955

5. CONTACT PERSON:

Iva Dean Cook
Department of Special Education
West Virginia College of Graduate Studies
Room 811 - Sullivan Hall
Institute, West Virginia 25112
(304) 768-9711

6. DESCRIPTION: The project will train 75 professionals from RESA V in West Virginia in an interagency model for planning and implementing career education for the handicapped. This training will be conducted during a Friday evening and an all-day Saturday session (12 hours). A course in interagency cooperation will follow, in which the participants may enroll for three hours of graduate credit. A sequence of courses in career/vocational education for the handicapped will continue to be taught throughout the 16-county area served by the West Virginia College of Graduate Studies (COGS). The students may take the courses in a master's concentration, a Certificate of Advanced Study (CAS) program, or as electives in another program area. These courses will be taught by the coordinator of the program, with the assistance of visiting professors and adjunct faculty, utilizing several methods of delivery (e.g., teleconference, independent study modules, videotapes, films, and others). During the academic year, the courses will be offered during the late evening or weekends, as COGS serves graduate students who are fully employed. The major thrust of the program is to train leaders who may become change agents in their communities.

7. MAJOR OBJECTIVES:

   a. To conduct twelve hours of intensive training in an "Interagency Model for Developing and Implementing Career/Vocational Education for the Handicapped in Small School Districts" for participants throughout the sixteen counties served by the College of Graduate Studies.
   b. To facilitate the same training by Marshall and West Virginia Universities.
   c. To purchase and develop professional materials and resources that are needed to support an individualized model of course delivery for the recently developed courses in career/vocational education.

d. To implement a graduate training program in career/vocational education for the handicapped for professionals from the disciplines of regular education, vocational education, special education, and vocational rehabilitation and other interested disciplines that emphasizes an interagency model of program delivery for the handicapped.

8. DISSEMINATION:

Dissemination activities include articles, state and national presentations, state and national workshops, brochures, products such as modules and resource documents, information dissemination through educational television broadcasting, brochures, and progress reports. Dissemination activities will reach students, parents, and employers in addition to professionals.

9. EVALUATION:

Module I, An Introduction to Career/Vocational Education for the Handicapped was field tested by graduate students. In addition it was reviewed by 15 recognized leaders throughout the nation. This will be revised and will be evaluated thereafter by students who take the course. Pre- and post-tests will be developed for all courses in the program to measure the knowledge of the participants. Each of the four units in the intensive training institute will be evaluated by each of the participants.

10. PRODUCTS:

The following products have been produced, all intended for graduate level courses and/or inservice training:

a) Participant and Training Manuals, An Interagency Model for Developing and Implementing Career/Vocational Education for the Handicapped In Small School Districts.
b) Module I, An Introduction to Career/Vocational Education for the Handicapped.
c) Training Manual, Developing the Vocational Education Component of the I.E.P.
d) Expanding Options for the Handicapped Receiving Vocational Education: Proceedings from West Virginia's Training Institute.
e) Module II - Curriculum and Materials for the Handicapped in Career/Vocational Education (six one-hour courses).

Part I:	Analyze the World of Work	(Feb. 1, 1980)
Part II:	Identification of Learner Needs	(Feb. 1, 1980)
Part III:	Developing Objectives	(Feb. 1, 1980)
Part IV:	Developing Learner Activities	(June 1, 1980)
Part V:	Materials Resources	(July 1, 1980)
Part VI:	Evaluation	(July 1, 1980)

f. Module III - Vocational Evaluaton of the Handicapped (July 1, 1980).

g. Career/Vocational Education for the Handicapped: Resource Materials (March 1, 1980).
h. Special Education 580 An Introduction to Career/Vocational Education for the Handicapped: A Teleconference Guide.
i. Brochures:
    1. Career/Vocational Education for the Handicapped, program description for the Master's and CAS program.
    2. An Intensive Training Institution, "An Interagency Model Plan for Developing and Implementing Career/Vocational Education for the Handicapped in Small School Districts."
    3. Announcement of courses to be taught, objectives, locations, mailed throughout the CIGS service area.

Products in production and anticipated dates for their completion include:

a. Module IV - Vocational Education for the Handicapped "An Interagency Model" (Fall, 1981)
b. Module V - Work Experience Programs Development and Implementation (Spring, 1981)
c. Module VI - Vocational Education for the Handicapped: State and Federal Legislation (September, 1981)
d. A series of videotapes for educational broadcasting on aspects of career/vocational education for the handicapped (15 - one-half hour programs) (Fall 1981)
e. A slide-tape series on career education for the handicapped. The titles are:
    1. Career Education: An Introduction
    2. Career Education: Curriculum Planning
    3. Career Education: Competencies
    4. Career Education: Instructional Activities and Materials: Part I
    5. Career Education: Instructional Activities and Materials: Part II

11. DESCRIPTORS:

Inter-Agency Model Training
Consultation
Instruction/Teacher/Agency Personnel Training
Dissemination of Products
Dissemination of Information to Parents and General Public
Development

12. Table I (Projects for Conducting Training)

1 2	3	4	5	6	7	8	9	10
# of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
Administrators/ Supervisors	X	595	5	1,2,4,5, 7,8,9,10, 11	1,2,3,5, 6,7,8	3,4	11	3,4
Paraprofessionals								
Resource Teachers	X	2700	2,3,4	" "	" "	"	"	"
Consulting Teachers								
College Professors	X	150	5	" "	" "	"	"	"
Vocational Education	X	405	3,4	" "	" "	"	"	"
Special Class Teachers	X	810	"	" "	" "	"	"	"
Voc.Ed./Sp.Ed. Liaison Teachers	X	330	4,5	" "	" "	"	"	"
Voc. Evaluators	X	420	4,5	" "	" "	"	"	"
Regular Education Teachers (Vocational)	X	240	2,3,4	" "	" "	"	"	"
Clinicians/Therapists								
Volunteers								
Parents								
Physical Educators								
Psychologists	X	405	5	" "	" "	"	"	"
Counselors	X	90	5	" "	" "	"	"	"
Music or Fine Arts Teachers								
School Boards								
Combinations or Teams of Above								

Work Placement Directors	X	210	5	" "	" "	"	"	"
Total Contact Hours		6,395						

Wisconsin

ABSTRACT

1. PROJECT NUMBER: 451 CH 90685

2. TITLE: Preparation of Personnel for Mildly to Seriously Emotionally Disturbed School Age Children: Preservice and Inservice.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G007900909

5. CONTACT PERSON: Dr. Stephen J. Bavolek
Department of Special Education
University of Wisconsin-Eau Claire
Eau Claire, Wisconsin 54701
(715) 836-5511

6. DESCRIPTION: This project consists of two sub-components. The first sub-component is a DEGREE PROGRAM designed to prepare teachers to serve mildly to seriously emotionally disturbed children and adolescents ages 5 to 21 in both public and private, segregated and integrated facilities in Wisconsin. The second sub-component is a NON DEGREE PROGRAM offered during the summer for the inservice training of provisionally certified teachers of emotionally disturbed children and adolescents, specialists in the school who provide services to disturbed children and adolescents, regular teachers, and other special education teachers who want to learn about mild to serious emotionally disturbed individuals.

7. MAJOR OBJECTIVES:

   a. To prepare teachers to work with mildly to seriously disturbed school age children in public and private facilities.
   b. To provide inservice training to regular education teachers and other professionals who seek increased knowledge of emotional disturbances.
   c. To develop individual certification programs at the elementary (K-7) and secondary (7-12) levels.

8. DISSEMINATION:

The data gathered from program activities will be disseminated at state and national conferences.

9. EVALUATION:

Evaluation of program activities will include a knowledge based assessment inventories as well as attitudinal and observational measures.

10. PRODUCTS:

The project will provide certification for teachers of emotionally disturbed children for students K-7 or 7-12 and a final report on the program.

11. DESCRIPTORS:

Special Class Teachers
Inservice Training
Emotional Disturbance

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
24	Special Class Teachers		180	2,3,4	1,2,3, 4,5,6, 7,8,9	2,7	3	1,2,3,4,5	
4	Regular Education Teachers		180	2,3,4	1,2,3, 4,5,6, 7,8,9	2,7	3		
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Wisconsin

ABSTRACT

1. PROJECT NUMBER: 451 AH 00419
2. TITLE: Vocational Education for Persons with Special Needs.
3. SPONSORING AGENCY: IHE
4. GRANT NUMBER: G007801071
5. CONTACT PERSON: Dr. John Houle
   Project Director
   Department of Education and Psychology
   221 Harvey Hall
   University of Wisconsin-Stout
   Menomonie, Wisconsin 54751
   (715) 232-2478
6. DESCRIPTION: This project is designed to develop the competence of regular (predominately vocational) education preservice students in working with handicapped students in the mainstream. The availability of options at UW-Stout which are provided through this project are as follows:
   a. a 3 credit mainstreaming course (required by all education candidates after July 1, 1981)
   b. an 11 credit add-on Special Fields Certification (SFC) for preservice educators in home economics, industrial arts, art, and physical education
   c. a proposed M.S. in Vocational Education/Special Needs with handicapped emphasis contingent on 1981-82 year funding.
7. MAJOR OBJECTIVES:

   a. To inform guidance counselors and high school students of the special education options available to them.
   b. To further develop and refine the competencies of the course work and certification program based on a graduate Special Fields Certification survey.
   c. To develop and purchase appropriate instructional materials for regular educators working with Special Students.
8. DISSEMINATION:

   The goal for 1980-81 is for staff to present to 8 LEAs in Wisconsin, 6 college classes of 350 students majoring in vocational education, and one State and one National Vocational/Special Education Conference.

9. EVALUATION:

Evaluation includes the measurement of attainment of project objectives and a survey of all SFC graduates and resulting evaluation of program offerings.

10. PRODUCTS:

The products of this project include: (a) "Report of Survey Results by SFC holders concerning effectiveness of program," (b) A model for add-on Certifiction in Special Education for regular vocational educators.

11. DESCRIPTORS:

High School Level
Vocational/Career Education
Specal Needs Students
Handicapped

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
100	Regular Education Teachers (Vocational)		198	3-4	1-11	2,6,7,8,9	1,3	11	3
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Wisconsin

ABSTRACT

1. PROJECT NUMBER: 451 CH 00506

2. TITLE: Regular Education/Vocational Education Inservice: Teaching the Handicapped at the Junior High Level-Special Adaptations for Home Economics.

3. SPONSORING AGENCY: IHE

4. GRANT NUMBER: G008000333

5. CONTACT PERSON: Dr. Susan K. Sperry, Program Director
Secondary Learning Disabilities
Cardinal Stritch College
Special Education Department
6801 North Yates Road
Milwaukee, Wisconsin 53217
(414) 352-5400 ext. 215

6. DESCRIPTION: This project is designed to train regular education personnel in home economics and industrial education to work with mildly and moderately handicapped adolescents in the least restrictive environment. The initial phase (Fall, 1980) consists of ten sessions utilizing a mini-course format. The audience consists of three representatives from ten junior high schools: a vocational educator, a home economics educator, and a special educator. Participants may elect to continue in an ongoing program for college credit and, with the addition of two other courses, receive the Wisconsin state license, Exceptional Education-Special Fields. During the Spring, 1981, a shorter format will be used to reach additional regular education personnel. Adapted curriculum units for the handicapped will be written by the participants, edited, and distributed to all secondary schools in the LEA as a part of the second phase of this project. The emphasis of the workshop is on methods and materials that enable regular education personnel to teach the large group while meeting individual differences.

7. MAJOR OBJECTIVES:

   a. To develop a more positive attitude on the part of home economics and industrial education teachers toward working with handicapped students and special education teachers.
   b. To assist participants in the adaptation of curriculum so that mildly handicapped students can succeed in regular industrial education and home economics classes.
   c. To prepare special education teachers at the middle school level to implement good mainstreaming practices and conduct special educaiton classes in the prerequisite skills needed for industrial education and home economics.

d. To facilitate the dissemination of information on good mainstreaming practices and techniques in adapting curriculum to the middle school staff through the use of the team of participants.

8. DISSEMINATION:

The primary dissemination vehicle is a spiral bound book of curricular materials developed by the participants. Workshop components will be presented at state, regional, and national conventions. A presentation will be made at the national convention of the Association for Children with Learning Disabilities, Atlanta, February, 1981. A spring workshop utilizing a shorter format will disseminate the information to additional middle schools in the LEA.

9. EVALUATION:

Evaluation includes the measurement of attainment of objectives by pre-/post-testing with an attitude survey and test of knowledge. A control group may be available for more sophisticated analysis of results. Follow-up observations and interviews will be conducted with the teacher participants. Evaluations are conducted at the end of each session to assess the presentation and value of the content of each session.

10. PRODUCTS:

Development of the book of curriculum units and methods to circumvent some of the major difficulties of handicapped learners. Other adapted curriculum units are available for purchase from the LEA.

11. DESCRIPTORS:

Handicapped
Inservice
Vocational/Career Education
Special Education
Individual Education Programs
Industrial Education
Home Economics

12. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
10	Special Class Teachers		20	3	1-5, 7,11	1,2,6-9	4	1,3,4	1,2,4
20	Regular Education Teachers		20	3	1-5, 7,11	1,2,6-9	4	1,3,4	1,2,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
10 NA	Combinations or Teams of Above								

*Spring workshop utilizing a shorter format will recruit 30 additional regular education teachers

Common Concerns Relating to the Division of Personnel Preparation Grant Administration

1. What are the final submission dates for proposals?

   Submission dates are determined on a yearly basis. Generally, the deadlines occur in the fall; from late September to mid-October. Application packages titled, Application for Grants Under the Handicapped Personnel Preparation Program (CFDA 84.029), can be obtained by writing to Dr. Thomas Behrens, Acting Director, Division of Personnel Preparation, Office of Special Education, Department of Education, 400 Maryland Ave. S.W. (Room 4805 Donohoe Building), Washington, D. C. 20202. Application packages are automatically mailed to agencies that have submitted applications during the previous fiscal year.

2. To what address should applications be submitted?

   Applications forwarded by mail should be addressed to:

   U. S. Department of Education
   Application Control Center
   Attention: 84.029
   Washington, D. C. 20202

   Applications that are hand-delivered should be brought in to:

   U. S. Department of Education
   Application Control Center
   Room 5673
   Regional Office Building (ROB)3
   Seventh and D Streets, SW
   Washington, D. C. 20202

   The Application Control Center accepts hand-delivered applications between 8:00 a.m. and 4:30 p.m., each weekday, with the exception of federal holidays.

3. How should a DPP vocational/career application be structured?

   Grant writers should first review the "Dear Colleague" letter and then the Instructions and Forms for Completing Applications for Federal Assistance, which is contained in the application packet. Although the required tabular contents of the proposal are clearly delineated, a specific ordering of the proposal's content has not been mandated. Most grant writers, however, do develop their applications in a manner that promotes the easy comprehension of the proposed program by reviewers. The most common sequencing of proposal content is as follows:

FRONT MATTER

- ED form 9047 - Should serve as cover page.
- Table of contents
- Budget Information - ED Form 9047 (Section A - Budget Category; and Section B - Budget Summary)
- Complete Budget Breakdown - Itemization and justfication for each budget category
- ED Form 9047: Tables 1, 2, and 3 (as applicable)

DESCRIPTION OF PROGRAM

- Proposal Abstract
- Proposal Narrative - Describing need, anticipated impact, planning procedures, management design, staffing, system of evaluation, and project support.

APPENDICES

- Compliance Assurances
- Staff Vitae
- Referenced material from proposal narrative (i.e., the presentation of charts, tables, research reports, extended narrative data)

4. In considering the structural framework of a Vocational/Career Grant proposal, should multiple-activity programs be fashioned into multi-component applications, or should all activities be incoroporated into a single component?

Applicants should organize their proposals in a manner that allows them the maximal flexibility in communicating the unique elements of their program. As a rule, multi-component proposals are necessary when a complex program design is contemplated. The development of several major, relatively independent activities within a project will most likely require a multi-component proposal. However, institutions that propose several closely related, dependent activities for their project should develop a single component application.

Evaluation, as an activity, need not be presented as a separate component. Systems of evaluation and the resources utilized for documentation activities are often integrated with other project activities into a single component (Applicants are advised to contact their project officer with questions concerning proposal format).

5. What assurances should be included in the application?

   Applicants are directed to the Explanation of Assurances section contained in the application packet for a description of compliance assurances that must be incorporated into a proposal. In addition to those assurances listed in this section, applicants are advised to provide two statements (each a paragraph or two in length) that insure:

   a. That all project activties (meetings, training sessions, etc.) will be accessible to handicapped participants (i.e., accessible facilities, interpreters for the deaf, brailed material and magnification or recording devices for the blind, as necessary) in accordance with Section 504 of the Rehabilitation Act of 1973.

   b. That project trainees (participants) provide input concerning the format and content of training activities both during proposal formulation and program implementation.

6. How much support can an institution expect for a Vocational/Career project?

   Financially, individual vocational/career budget requests have fluctuated between a low of $18,000 and a high of $250,000. Actual funding levels for vocational/career projects are dispersed across a less varied range: Minimum support has been $15,000, while maximum funding has topped $105,000. The majority of approved projects or project components, however, are supported at the $40,000 - $50,000 level.

   The secret to funding is justification. Applicants are advised not to inflate their budgets in expectation of significant funding reductions by the project officer. Itemize, explain, and then justify all proposed expenditures in relation to the anticipated scope and nature of the project activities. Proposals that contain inflated project budgets, although well designed and presented, usually lose a considerable amount of their "competitive edge" during the review and recommendation process.

7. How does an applicant obtain feedback concerning a vocational/career proposal?

   All vocational/career applicants (approved and disapproved) are entitled to and should request the evaluative comments from both the Field Reader Evaluation Form and the Consensus Rating Form. These completed documents provide considerable information relating to the application's strengths and weaknesses. Field reader and panel comments may be obtained, after notification of funding or disapproval, by the submission of a formal request to the appropriate project officer. Requests should be addressed as follows:

Division of Personnel Preparation
Office of Special Education
U. S. Department of Education
400 Maryland Avenue, SW (Donohoe Building)
Washington, D. C. 20202

8. Who are the principal agents at the federal and institutional levels responsible for grant administration?

Three essential aspects of grant administration are represented by three grant managers. The project officer at OSE is responsible for monitoring the technical progress of grant activities, and for providing the assistance grantees may need regarding the programmatic aspects of their project. A listing of current DPP project officers is contained in the final portion of this section. The grants officer at the Grant and Procurement Management Division is the person who actually obligates federal funds. The grants negotiator and the grants officer can provide the applicant with assistance in determining allowable costs and in meeting other requirements that are set forth in the terms and conditions expressed in the Title 45 Code of Federal Regulations, Part 100. Grants personnel are located at:

Handicapped Personnel Preparation Program 84.029
Grant and Procurement Management Division
U. S. Department of Education
400 Maryland Avenue, SW (Room 5662-ROB 3)
Washington, D. C. 20202

The project director has the responsibility of carrying out the project for the grantee. Officially, the person authorized to sign the application will be the one who is ultimately responsible for the receipt, the custody, and the disbursement of federal funds. Usually, however, the project director is the person who has been delegated the responsibility for signing requisitions and for verifying that work is being performed in accordance with the proposal and any amendments that have been submitted and approved. The project director is also responsible for knowing what is contained in the terms and conditions of the grant (Each of the previously cited officials are identified in the Notification of Grant Award Document).

9. How are applicants notified as to the disposition of the proposal?

Continuation Applications

If a continuation project appears to be operating within acceptable performance levels, applicants can expect to negotiate continued funding between the months of December and April, depending upon the schedule of the appointed grants negotiator. This communication may be conducted at the discretion of the grants negotiator by phone or through the mail. Those projects not functioning within acceptable performance levels are notified as to the disposition of their project status at the earliest opportunity (usually during the months of December or January). An applicant should not assume the award of funds until negotiations are successfully completed and the grant award document has been received.

New Applications

New programs that have been recommended for funding are contacted by the grants negotiator usually between mid-April and early May. At this time, the applicant is advised of the recommended funding level for the project and provided with the negotiation concerns to which the institution must respond. As in the case of continuation applicants, the grants negotiator may communicate negotiation points by phone or in writing. However, the applicant's response to negotiations must always be communicated formally, in writing.

It is important for the applicant to be cognizant of the following negotiation-related particulars:

- The recommended total budget level that is communicated to the applicant during negotiations cannot be modified (i.e., it cannot be increased). The total figure represents the maximal level of obtainable support for the program in light of projected institutional/agency need and the availability of federal resources.
- Applicants who find program-related recommendations (during negotiations) that they believe will adversely affect the impact of project activities may make a request to the project officer for reconsideration of specific negotiation points. The applicant must, however, inform the grants officer that a request for reconsideration of program-related concerns will be made to the project officer. Any reconsideration agreements between OSE staff and the applicant must be confirmed in the applicant's final negotiation response.
- The primary, official contact with whom the applicant communicates during the negotition period is the grants negotiator, not the project officer. If a program-related problem occurs during negotiations, the grants negotiator will usually instruct the applicant to contact the project officer for clarification and resolution of the matter.

New applicants should not assume the award of funds until negotiations are successfully completed and the Grant Award Notification has been received by the agency.

New Vocational/Career Grant applicants whose proposals have been disapproved can anticipate written notification by mid-May.

10. What information is contained in the Grant Award Notification? And can noncompeting continuation proposals include new activities?

The Grant Award Notification indicates whether the grant is in the first, second, or final budget period. In the past, grantees with noncompeting continuations have been able to submit new subcomponents for funding consideration, along with the previously approved subcomponents. Beginning with FY 1978-1979, this policy was discontinued. In other words, noncompeting continuation grantees are able to apply only for those subcomponents that were approved the previous year and for funds within the range previously approved.

If an agency has a noncompeting application and wishes to apply for funds to support new or additional activities, it must submit a separate application for those activities, and that application will be considered as a new competing application. If a grantee uses a noncompeting application to request funds for new activities not previously approved, these activities will be disapproved as inappropriate for a noncompeting continuation application.

11. What tabular information is essential for DPP during the application review process?

The face sheet of the proposal packet (Standard Form 424 of ED Form 9047) was designed by the Office of Management and Budget to collect information, some of which is quite important to the Division of Personnel Preparation. In order that proposals may show this information clearly, a few details are necessary beyond the instructions presented in the proposal package.

- Item 4h. The fourth section of the face sheet concerns information that DPP uses to contact project personnel. Thus, in item 4h, it is essential that the name of the project director or principal investigator appear here. If the correct person is not identified in item 4h, then the correct name will not appear on the Divisions' computerized mailing list and correspondence will not be properly directed.

- Item 7. The Division receives approximately 1400 proposals each year, and these are processed by the Application Control Center. The various project titles submitted from the field have created difficulties in determining where proposals fit into budget categories. Therefore, in item 7, the first words that appear should define the type of proposal in one of the following specific terms:

    - Special Project
    - Program Assistance Grant (The majority of vocational/career projects are submitted under the Program Assistance Grant category)
    - Regular Education-Preservice
    - Regular Education-Inservice
    - SEA Comprehensive Project

  Projects may, of course, devise their own descriptive title, but these should be written in parentheses after one of the above titles has been entered. For a clarification of each of the above categories, refer to the "Dear Colleague" letter contained in the FY'81 application packet.

The actual proposal form is composed of a set of tables: ED Form 9047 for non-profit agencies, colleges, and universities. Tables 1 and 2 of ED Form 9047 are to be completed only for new grant applications and not for continuation grants, unless a change of emphasis or modification needs to be reported. When preparing a grant application, the most logical way to proceed is to prepare Table 1, then Table 2, then the budget categories and summary, and finally Table 3. In Table 1, the Preparation Program Profile establishes major components and subcomponents and thereby sets up the framework of the total program. The more subcomponents, the more complex the program and the greater the responsibility -- and the more difficult the completion of the application. Column d of this table is exceedingly important to DPP because it indicates the priority (i.e., regular education, early childhood education, paraprofessionals, and so forth) that the program addresses. The Division's budget from Congress is divided into categories of funding that must be specified by applicants and by OSE. In the proposal packet, these categories are listed on the reverse of Table 1. Applicants may respond to more than one category. For example, a vocational/career training program might concentrate on the severely handicapped, thus answering two priorities, or a program might address both vocational education and the training of parents. In any event, column d must specifically include one or more of these priority categories.

Table 2, the Preparation Program Staff Profile shows the assignments of personnel to implement each subcomponent established in Table 1. Thus, there should be a clear relationship between these two tables. Budget information appears on two sheets: Section A - Budget Categories and Section B-Budget Summary. On these forms, the components shown on Table 1 and the personnel listed on Table 2 are cost analyzed.

Table 3, the Report of Project Graduates for Academic Year is crucial to DPP because it displays the number of students trained and their job placements. In view of the emphasis on manpower planning, as well as continuing news about teacher surpluses, DPP needs to know how many people are being prepared in each priority area, so an assessment can be made on where surpluses are occurring.

All remaining items on the face sheet and proposal form must, of course, be completed, and a narrative must be written. The foregoing information has pointed out those areas that need particularly careful attention from proposal writers to insure that applications can be processed.

12. How are applications identified?

When the application is received, it is assigned a procurement request number that begins with the digits 029. This number follows the application from the time it comes in until the applicant is issued an award. Once an award is issued, all documents are referenced by a new number, the grant number. All correspondence and submission of documents must include the grant number, which starts with the letters GOO and can be found in cell 6 or the Notification of Grant Award Document. When final or fiscal reports are submitted without a grant number, they cannot be credited to the project that submitted them.

13. What are the present regulations pertaining to project budgets and budget revisions?

The prepared budget should refer to each component or subcomponent in the application. The budget should also contain justification statements as to why the funds are necessary in each line item.

Federal funds are authorized specifically to carry out the objectives of a proposal, and unless the objectives are amended, the funds must be spent in this manner. Accordingly, the grantee must maintain accounts, records, and other evidence pertaining to all costs incurred. Expenditures may be charged to the grant only if they are in payment of an obligation incurred during the grant period and they conform to the approved project proposal. There can be no mingling of funds or transfer of funds from one grant project to another.

The Division receives many questions about the procedures for making budget revisions and minor deviations in grants.

The governing regulations pertinent to program and budget revision is 45 CFR74.105. When permission is required to make a budget revision or minor deviation, a letter of request signed by the certifying representative and the project director must be sent for processing to the appropriate grants officer. The request should be sent at least 30 days before the change is to be made; and the letter should indicate the project number, the grant number, the originally approved line item budget, the proposed line item budget, and a justification of the proposed change. Letters requesting a budget revision should be addrssed to the grants officer. A final decision on the request for change will be issued by the Grant and Procurement Management Division (GPMD) of the U.S. Department of Education.

14. What are the regulations pertaining to personnel changes?

The Federal Register indicates what is required of grantees when there is a change in key personnel as follows:

> If for any reason it becomes necessary to substitute the project director or other key professional staff designated in the grant or contract, the recipient shall provide timely written notification to the commissioner of the substitution. Such written notification shall include the name and qualifications of the successor.

If program changes result from changes in key personnel, these changes should also be explained in a concise narrative.

The letter indicating a personnel change should be signed by the certifying representative and project director and sent to the grants officer. The letter should indicate the project number, grant number, the names of the key person or persons leaving, and the names of replacements with a vita for each.

15. What are the regulations pertaining to the carry-over of funds?

Carry-over occurs when activities that could not be completed during one budget period are moved into the next budget period, with an accompanying carry-over of funds to conduct those activities. Carry-over may move some activiites from a first budget period to a second budget period, or form a second to a third budget period, but it may not be done at the end of a third or final budget period. (This latter type of request is called a no-cost time extension).

A grantee may submit a carry-over request up to 90 days following the end of the budget period. In that case, however, GPMD staff would probably recommend approval of the carry-over with a deletion of a similar amount of funding for the current grant. Ideally, to process such a request in sufficient time, the GPMD should have the request by the first of March each year. The request itself should contain:

- a letter co-signed by the certifying representative and project director;
- a detailed outline of the activities that were not carried out, the reasons for their not being conducted, and a budget outline for the activities to be carried out and dates for their completion;
- indication of the assigned project number and grant number.

This material should be sent to the grants officer. If the request is approved, a Notification of Grant Award revision will be issued to document the carry-over.

16. What is a no-cost time extension and how can it be utilized by the grantee?

This type of extension may be requested by a grantee in the final budget period and may be requested only to complete activities that could not be completed during the approved budget period.

Requests for no-cost time extensions must be received by the grants officer 45 days prior to the end of the final budget period. If a request is submitted later, the grantee runs the risk of not receiving approval in time to conduct the activities. The request must contain:

- a letter co-signed by the certifying representative and the project director justifying the need for an extension;

- a description of activities to be carried out, with reasons why they could not be carried out during the approved budget period;
- proposed budget and time lines for completion;
- the grant number.

The letter should be sent to the grants officer. The procedures for review and recommendation are the same as those for carry-over of funds.

The contents of this section have been abstracted from: Clair, Hagerty, and Merchant, Redesign for Teacher Education, American Association of Colleges for Teacher Education, Washington, D. C., 1979, and Saettler, "Current Procedures and Issues in Grant Administration," in Personnel Preparation and Public Law 94-142: The Map, The Mission, and The Mandate (2nd Edition), Bureau of Education for the Handicapped, Washington, D. C., 1978; and 45 CFR, Parts 75 and 100 as published in the April 3, 1980 Federal Register [EDGAR].

Directory of the Division of Personnel Preparation Program Staff

Dr. Thomas Behrens, Acting Division Director
(202) 245-9886

Dr. Jane Herzog, Special Assistant to the Director
(202) 245-9736

EASTERN REGION

Project Officer and Telephone No.	Assigned States	Assigned Program Areas(s)
Dr. Joseph Clair (202) 245-9736	District of Columbia Indiana Massachusetts Michigan Virginia	Inner City and Poverty Areas Policy Implementation for P. L. 94-142 Policy Implementation for Sections 503 and 504 Vocational Rehabilitation Regulations
Ms. Maryann McDermott (202) 245-9736	Delaware New Jersey Pennsylvania Rhode Island West Virginia	Interpreters for the Deaf Deaf/Hard of Hearing
Ms. Josephine Taylor, (Branch Chief) (202) 245-9736	Connecticut Maine Maryland New Hampshire New York Ohio Puerto Rico Vermont Virgin Islands	Visually Handicapped Multi-handicapped Preschool Severely Handicapped

CENTRAL REGION

Project Officer and Telephone No.	Assigned States	Assigned Program Area(s)
Ms. Betty Baker (202) 245-2326	Arkansas Illinois Louisiana Mississippi Tennessee	Native Americans
Mr. Joseph Gilmore (202) 245-2675	Alabama Florida Georgia Minnesota South Carolina	State Education Agencies Comprehensive System of Personnel Development Parents
Mr. William Hillman (202) 245-2675	Iowa Kentucky Missouri North Carolina Wisconsin	Physical Education Recreation Arts for the Handicapped
Dr. Kayte Fearn (Branch Chief) (202) 245-9431		

WESTERN REGION
AND SPECIAL PROJECTS BRANCH

Project Officer and Telephone No.	Assigned States	Assigned Program Area(s)
Dr. George Hagerty (202) 245-2326	Alaska American Samoa Arizona California Guam Hawaii Northern Marianas Pacific Territories Trust Territoires	Career/Vocational Education Incarcerated/Adjudicated Youth Regular Education Preservice Learning Disabilities Pacific Territories Asian-American Populations
Mr. Edward Moore (202) 245-9491	Kansas Oklahoma Oregon Washington	Regular Education Inservice Paraprofessionals Minority Concerns
Dr. William Peterson (202) 245-9491	Colorado Idaho Montana Nebraska New Mexico North Dakota South Dakota Utah Wyoming	Special Projects School Law School Finance
Dr. James Siantz (202) 245-9491	Nevada Texas	Regular Education Inservice Interdisciplinary Training University-Affiliated Facility Special Education Administration
Dr. Kayte Fearn (Branch Chief) (202) 245-9431		